DOCUMENT RESUME

ED 376 735 FL 022 635

| | |
|---|---|
| TITLE | Peace Corps Language Training Curriculum. |
| INSTITUTION | Peace Corps, Washington, DC. Information Collection and Exchange Div. |
| PUB DATE | 15 Nov 93 |
| NOTE | 130p. |
| AVAILABLE FROM | Peace Corps, Information Collection & Exchange, 1990 K Street, N.W., 8th Floor, Washington, DC 20526. |
| PUB TYPE | Guides - Classroom Use - Teaching Guides (For Teacher) (052) |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | Adult Education; Classroom Techniques; *Competency Based Education; Cultural Literacy; *Daily Living Skills; *Learning Activities; Listening Skills; *Second Language Learning; Speech Communication; *Teaching Methods |

ABSTRACT

This competency-based curriculum in foreign language learning for Peace Corps volunteers is designed for beginning learners and stresses listening and speaking skills. The curriculum contains the following components: an initial Scope and Sequence chart; three sections on activities (General, Grammar, and Listening), 14 topic area units (the core of the curriculum), and a "Sample Format for the Language Curriculum" showing a possible format for students learning English in order to live in the United States. The topic areas, which are ordered according to the new volunteer's most common needs, are: (1) Personal Identification; (2) Classroom Orientation; (3) Social Language; (4) Food: Host Family; (5) Housing: Host Family; (6) Money; (7) Employment; (8) Health; (9) Clothing; (10) Shopping for Food; (11) Housing: Finding a Place To Live; (12) Transportation; (13) Food: Restaurant/Host; and (14) Communications: Post Office and Telephone. Each topic unit includes the following information: (1) competencies; (2) situations where the language would probably be used; (3) functions; (4) English language samples for each competency; and (5) suggested activities for each competency. The activities that can be used for a variety of competencies are described in the three separate activities sections. All activities are divided into three stages: Presentation, Practice, and Use. Among principles guiding the design of the curriculum are the following: (1) the overall goal is successful communication; (2) language practice should be situationally based; (3) social context affects language in important ways; (4) language learning should be spiralled (i.e., reviewed and reinforced in different contexts); (5) instruction should be tailored to individual needs as much as possible; (6) not everything has to be fixed--the curriculum aims at maximum flexibility; and (7) competency-based language instruction allows for a variety of methods, materials, techniques, and activities which should conform to the individual learning styles of adults. (LR)

ED 376 735

FL

# *Peace Corps Language Training Curriculum*

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

*Peace Corps*
INFORMATION COLLECTION & EXCHANGE
T0074

FL022635



BEST COPY AVAILABLE

## INFORMATION COLLECTION & EXCHANGE

Peace Corps' Information Collection & Exchange (ICE) was established so that the strategies and technologies developed by Peace Corps Volunteers, their co-workers and their counterparts could be made available to the wide range of development organizations and individual workers who might find them useful. Training guides, curricula, lesson plans, project reports, manuals and other Peace Corps-generated materials developed in the field are collected and reviewed. Some are reprinted "as is"; others provide a source of field based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE thus become part of the Peace Corps' larger contribution to development.

Information about ICE publications and services is available through:

Peace Corps
Information Collection & Exchange
1990 K Street, NW - 8th Floor
Washington, DC 20526

Add your experience to the ICE Resource Center. Send materials that you have prepared so that we can share them with others working in the development field. Your technical insights serve as the basis for the generation of ICE manuals, reprints, and resource packets, and also ensure that ICE is providing the most up-to-date, innovative problem-solving techniques and information available to you and your fellow development workers.

recycled paper

# PEACE CORPS LANGUAGE TRAINING CURRICULUM

Peace Corps
INFORMATION COLLECTION & EXCHANGE
T0074

# Foreword

Between 1990 and 1993, Peace Corps initiated programs in approximately two dozen countries where it previously had none. In 1990, Kathleen Corey, the chief programming and training officer for the region then known as NANEAP (North Africa, Near East, Asia, and Pacific), anticipated this rapid expansion and had Elizabeth Tannenbaum develop a generic competency-based language training curriculum in English. Using this curriculum as a starting point, new countries could develop their own curricula in their own languages in time for the arrival of the first groups of Peace Corps Trainees. The curriculum has proved useful for Peace Corps language training programs in other countries, as well, as it includes descriptions of dozens of teaching activities and suggests specific ways for instructors to introduce new language material to trainees and how to help them practice and apply the new material. By bringing this document to wider distribution through Information, Colllection and Exchange, it is hoped that Peace Corps language programs worldwide will benefit from this compact collection of teaching ideas and curriculum suggestions.

Douglas Gilzow,
Language Training Specialist,
Office of Training and Program Support
November 15, 1993

PEACE CORPS CURRICULUM

## TABLE OF CONTENTS


| | | Page |
|---|---|---|
| 1. | Peace Corps Curriculum Scope and Sequence | 1 |
| 2. | Introduction | 5 |
| 3. | General Activities | 11 |
| 4. | Grammar Activities | 25 |
| 5. | Listening Activities | 29 |
| 6. | TOPIC I: Personal Identification | 35 |
| 7. | TOPIC II: Classroom Orientation | 39 |
| 8. | TOPIC III: Social Language: Host Family | 47 |
| 9. | TOPIC IV: Food: Host Family | 53 |
| 10. | TOPIC V: Housing: Host Family | 59 |
| 11. | TOPIC VI: Money | 67 |
| 12. | TOPIC VII: Employment | 73 |
| 13. | TOPIC VIII: Health | 81 |
| 14. | TOPIC IX: Clothing | 91 |
| 15. | TOPIC X: Shopping for Food | 97 |
| 16. | TOPIC XI: Housing: Finding a Place to Live | 101 |
| 17. | TOPIC XII: Transportation | 107 |
| 18. | TOPIC XIII: Food: Restaurant/Host | 113 |
| 19. | TOPIC XIV: Communications: Post Office and Telephone | 117 |
| 20. | Sample Format for the Language Curriculum | 123 |

# PEACE CORPS CURRICULUM SCOPE AND SEQUENCE

| UNIT | TOPIC | COMPETENCIES | FUNCTIONS |
|---|---|---|---|
| | | | |
| I | **PERSONAL IDENTIFICATION** | Identify self (name, country of origin, passport number) | Asking for information<br>Giving information |
| | | Introducing self | Introducing self |
| | | Introducing others | Introducing others |
| | | Greet and be greeted | Greeting/Being greeted |
| | | State own well-being/inquire about the health of others | Socializing |
| | | Take leave | Taking leave |
| | | | |
| | | | |
| II | **CLASSROOM ORIENTATION** | Follow simple direction. | Instructing others to do something; Following instructions |
| | | Make polite requests | Making/Acknowledging request<br>Express/acknowledging gratitude |
| | | Observe classroom etiquette | Apologizing; Granting forgiveness; Getting attention; Granting/refusing permission |
| | | Express lack of understanding/ Ask for clarification | Expressing Confusion; Requesting others to do something; Clarifying |
| | | Find out target language for unknown | Asking for information; Identifying |
| | | Tell time | Requesting/Giving time |
| | | Tell date | Requesting/Giving date |
| | | | |
| | | | |
| III | **SOCIAL LANGUAGE WITH HOST FAMILY COMMUNITY** | Ask/answer personal info. questions (e.g. name, country, age, birthday) | Asking for information; Identifying; Giving information |
| | | Describe own family | Asking for information; Identifying |
| | | Ask about host family members | Comparing |
| | | Describe Peace Corps role in host country | Identifying; Describing; Narrating |
| | | Identify own job in Peace Corps in host country | Asking for/giving information<br>Identifying |
| | | Identify daily routines | Asking for information; Reporting |
| | | | |
| | | | |
| IV | **FOOD: HOST FAMILY** | Ask about typical host country foods<br>Express food preferences | Asking for information; Identifying; Expressing likes/dislikes |
| | | Identify different foods eaten at meals | Asking for information; Reporting |
| | | Act appropriately as guest in family<br>- respond to invitations to try food<br>- request food items at table<br>- accept/refuse additional food<br>- offer assistance<br>- compliment host/hostess | <br>Accepting/refusing an offer<br>Requesting<br>Offering; Accepting; Refusing politely<br>Offering<br>Complimenting |
| | | | |
| | | | |

# PEACE CORPS CURRICULUM SCOPE AND SEQUENCE

| | | | |
|---|---|---|---|
| V | HOUSING | Locate housing | Asking; Identifying; Locating |
| | HOST FAMILY | Locate facilities/rooms/ items in house | Asking for Information;Locating Giving and following instructions |
| | | Ask about use of facilities | Asking/following instructions Expressing (in)capability Asking for assistance; Clarifying Describing |
| | | Ask permission to use facilities | Asking/giving/denying permission |
| | | | |
| | | | |
| VI | MONEY | Identify currency by name/value | Identifying |
| | | Compare currency to U.S. money | Comparing |
| | | Cash a check/money order | Making a request; Asking for info. Following instructions; Expressing gratitude |
| | | Open a bank account | Inquiring if something is possible |
| | | Use a bank account | Following instructions |
| | | | |
| | | | |
| VII | EMPLOYMENT: Self | Identify own past/present employment | Inquiring/identifying |
| | | Locate place of employment | Inquiring/locating/identifying |
| | | Describe educational background | Describing |
| | | Ask for information about duties, hours, schedule | Asking for information |
| | | Give classroom commands | Instructing others to do something |
| | | Ask for assistance | Asking for help; Asking for clarification |
| | | Converse with co-workers | Greeting people; Socializing Asking; Inviting; Inquiring about (dis)pleasure; Inquiring about (in)capability |
| | | | |
| | | | |
| VIII | HEALTH | Describe one's physical condition | Inquiring; Reporting; Expressing pleasure; Expressing regret/hope |
| | | Describe one's emotional state | Inquiring; reporting; expressing worry/sympathy/hope/pleasure |
| | | Locate medical care | Making a request; Asking for info. Following directions; Getting info. |
| | | Make an appointment | Making a request; Asking if something is possible; Expressing that something is (im)possible; Clarifying info. |
| | | Register to get medical treatment | Greeting; Identifying; Giving info. following instructions |
| | | Explain medical problem | Inquiring; giving information |
| | | Follow instructions during exam | Giving/following instructions |
| | | Follow instructions about treatment | Inquiring; Following instructions; Clarifying |
| | | Buy medicine/personal hygiene items | Asking for information;Asking for clarification; Making a request |

# PEACE CORPS CURRICULUM SCOPE AND SEQUENCE

| | | | |
|---|---|---|---|
| | | Get medical help in an emergency | Identifying; Asking for assistance; Identifying self |
| | | | |
| | | | |
| IX | CLOTHING | Describe clothing needs | Expressing needs |
| | | Locate clothing | Describing; Locating; Following directions; Getting attention |
| | | Select clothing; i.e. size, price, color, fabric, style | Responding to request for information; Expressing (dis)satisfaction |
| | | Pay for clothing | Inquiring |
| | | Give complements | Complimenting; Acknowledging compliments |
| | | | |
| | | | |
| X | FOOD (SHOPPING) | Describe food needs | Identifying; Expressing needs |
| | | Locate places to but food/food items | Inquiring; Locating |
| | | Select food (price, container, size, quantity) | Inquiring; Giving information; Requesting; Describing needs; Expressing (dis)satisfaction |
| | | | |
| | | | |
| XI | HOUSING (Finding a place to live) | Locate appropriate housing | Making a polite request; Inquiring; Locating; Describing |
| | | Describe housing needs | Inquiring; giving information; expressing preferences |
| | | Inquire about house for rent | Getting information |
| | | Rent a house | Inquiring; Refusing politely; Accepting; Getting information; Making requests; Clarifying |
| | | Locate household items in a store | Asking; Locating |
| | | Select and pay for household items | Asking; Requesting assistance |
| | | Secure household repairs | Requesting others to do something |
| | | Report emergencies | Identifying; Asking for assistance; Identifying self |
| | | | |
| | | | |
| XII | TRANSPORTATION | Locate means of transportation | Asking directions; Locating |
| | | Locate a place | Asking/following directions; Identifying; Inquiring if something is necessary |
| | | Buy transportation services | Inquiring; Giving information; Requesting assistance |
| | | Show appropriate documents | Following instructions |
| | | Handle emergencies | Asking for assistance |
| | | Check into a hotel | Locating; Inquiring; Requesting; Expressing (dis)approval |
| | | Make requests at a hotel | Making requests; Complaining |
| | | | |

BEST COPY AVAILABLE

# PEACE CORPS CURRICULUM SCOPE AND SEQUENCE

| | | | |
|---|---|---|---|
| **XIII** | **FOOD: Restaurant** | Order food at restaurant | Making a request; Complaining; Complimenting |
| | **Acting as a Host** | Act appropriately as a host/hostess<br>-inviting<br>-in your home | -Inviting; Accepting; Refusing politely; Asking for/giving info.<br>-Greeting; Inquiring about preference; Inquiring about (dis)satisfaction; Accepting compliments |
| | | Describe how to prepare foods | Instructing others to do something |
| | | | |
| | | | |
| **XIV** | **COMMUNICATIONS: Post Office, Telephone** | Locate post office/place to make phone calls | Locating; Inquiring |
| | | Address envelopes/packages | Following instructions |
| | | Buy items in the post office | Expressing intention; Getting information |
| | | Locate mail slots | Locating |
| | | Use the telephone: local calls<br>-answer phone; take messages<br>-deal with wrong numbers | Greeting; Inquiring; Offering assistance; Giving information; Clarifying<br>Correcting |
| | | Use the telephone: long distance | Requesting; Giving information; Clarifying |

## INTRODUCTION: PEACE CORPS LANGUAGE TRAINING CURRICULUM OUTLINE

The Peace Corps language training curriculum is competency-based; that is, it describes what students will be able to do with the language. Competency-based curricula help students learn language that is relevant to their lives in a new country. Students study the language actually used by native speakers to express themselves in a variety of situations. Since Peace Corps Volunteers need to be able to function immediately in a new language and culture, a competency-based curriculum includes the most essential language elements to survive in a new culture.

### TOPICS/COMPETENCIES

The curriculum is divided into topic areas based on the immediate needs of Peace Corps Volunteers from their arrival in the host country and initial meetings with host country nationals to settling into housing, shopping in local markets, working in a school and dealing with emergency situations. Topics include:

- Personal Identification
- Classroom Orientation
- Social Language: Host Family
- Food
- Housing
- Money
- Employment
- Clothing
- Health
- Transportation
- Communication Systems

Each of the topics is then divided into competencies which describe what students will be able to do with the language.

The topics and competencies chosen are relevant to the majority of Peace Corps countries; however, there are some that do not apply in every country. Language teachers should decide which to include based on the language and culture they are teaching. For example, in some cultures, it is appropriate to bargain for items in the market; in others the prices are fixed. In some countries, Volunteers are provided housing and therefore do not need to study the language in the Housing unit to prepare them to rent their own places.

Topics are ordered based on the most common needs of a new Volunteer. Some topics are spiralled, that is they are re-introduced at various points in the curriculum. For example, a Volunteer learns the language of food to use at the table with his host family in the first Food topic. Food is then introduced again in the context of shopping for food in the host country. And finally, food is studied in a restaurant context. Within specific topics there are a number of cross-topical areas which occur in many different topic areas. These include

Time, Money, Direction Giving, Weights and Measures, Clarification and Emergencies.

**FUNCTIONS**
Although topics and their competencies are the driving force of the curriculum, the scope and sequence also includes sample functions that are covered in each of the topic areas. These are drawn from Van Ek's *Threshold Level English* and include the following categories: 1. Imparting and seeking factual information; 2. Expressing and finding out intellectual attitudes; 3. Expressing and finding out emotional attitudes; 4. Expressing and finding out moral attitudes; 5. Getting things done; 6. Socializing. (Van Ek, p.26) (1)

**LANGUAGE SAMPLES**
Depending on the target language and its difficulty for native speakers of English, students will be able to learn varying amounts of language in each competency within each topic area. Sample English language is given for each competency to give an idea of the level of difficulty/detail that might be expected in English for each competency. The curriculum is written for a beginning learner of a language . A student in a typical Peace Corps intensive language course should be able to cover the competencies, but the amount of language mastered for each competency will vary depending on the student's ability and the difficulty of the target language for a speaker of English.

**CURRICULUM EMPHASIS: SPEAKING/LISTENING**
The emphasis of the curriculum is on speaking and listening. Because of the importance of listening in learning a new language, a separate section of Listening Activities has been included. Children learn a second language often by saying very little initially. They listen a lot and after a while the language begins to emerge naturally. Adults also benefit from a period of listening in learning a new language (3) (Celce-Murcia, 1988). Because the Volunteers will need to use the language immediately for survival needs, they will not be able to spend a long period without speaking; however, because of the importance of listening in order to internalize language structures, pronunciation and intonation, teachers are encouraged to integrate the suggested listening activities with other communicative activities.

**LITERACY**
Depending on the needs of the Peace Corps Volunteers, reading and writing tasks can be integrated with the listening/speaking tasks. A number of activities use written language when appropriate for fulfilling a competency (for example, students need to read street signs or signs such as EXIT, ENTRANCE in public buildings). Specific literacy activities are noted within the activities in the competencies.

**GRAMMAR**
Grammar should also be incorporated into the curriculum. Although this is a communicative curriculum where students learn the language necessary to communicate in various settings, students also need to have control over the

structure of the language. There is a danger in a communicative curriculum that students will learn set pieces of language but will not be able to transfer this language from one situation to another. Therefore a grammatical component of the syllabus is necessary to help students gain flexibility with the language. The Grammar Activities Section of the curriculum contains additional suggestions for incorporating grammar into the curriculum.

Topic II, Classroom Orientation, has been developed to show how English grammar and cultural points can be included in a competency-based curriculum. A possible format is shown to give a reference for the teachers. Specific grammar points for the target language should be assigned based on the actual language in each competency.

**CULTURE**

A competency-based curriculum by definition includes culture. However, it is useful to note specific cultural points that should be considered in teaching each competency area. The detailed format of Topic II, Classroom Orientation points out the U.S. cultural information that would be important in teaching this unit to show students who were coming to live in the U.S. Noting cultural points before planning lessons, will help a teacher remember to include all the extra-linguistic aspects of a culture.

**FORMAT**

The curriculum begins with a **Scope and Sequence** which includes topics, competencies, and functions in a suggested teaching order. Also included in the curriculum are a **General Activities Section**, a **Listening Activities Section**, a **Grammar Activities Section**, and a **sample format** (using Topic II, Classroom Orientation) for including functions, language, grammar and cultural points in the target language curriculum.

**SAMPLE FORMAT**

The sample format, using Topic II: Classroom Orientation for the example, uses English as the target language and the United States as the target culture to show a possible format for organizing a language curriculum. Included in the sample format are the unit focus, the competencies, the functions, the situations, the language, the grammar and the culture as they would be developed for use by students learning English in order to live in the United States

**CURRICULUM OUTLINE**

The detailed curriculum is divided by **topic areas.** Each topic area includes the following information:

1. competencies
2. situation where the language would probably be used
3. functions
4. English language samples for each competency.

5. suggested activities for teaching each competency divided by presentation, practice and use.

In addition grammar points and cultural points should be included for each competency. The format shown in Topic II, Classroom Orientation could be used for each competency when it is developed for each target language.

**ACTIVITIES:**

Activities which can be used for a variety of competencies are included in the General Activities Section, in the Listening Activities Section and in the Grammar Activities Section. The activities included in these sections and in each competency area are not all inclusive but are meant to help teachers get started. Not all activities will be appropriate for each group of students or for each teacher; therefore teachers should choose from among the suggestions based on the needs of students and their own teaching style. Activities range from large group activities to small group to pairs to individual activities.

Activities are divided into Presentation, Practice and Use stages:
In the **Presentation** stage students are introduced to the form, meaning and use of the language. In the **Practice** stage, students practice the language while at the same time being involved in an enjoyable activity. Included are lots of pair/small group interaction activities. In the **Use** stage, students are actually using the language with native speakers in real situations. A more detailed description of these 3 stages is included in the Grammar Activities Section.

**GUIDING PRINCIPLES**

The following are the principles used in designing this curriculum and the assumptions about language teaching/learning which underly the selection of activities: (2)

1. Successful communication is the goal of the curriculum. Lessons should be sequenced from presentation activities to guided practice activities to communicative ones.
2. Language practice should be meaningful. Practice should be communicative and situationally based. "Real" language should be emphasized.
3. Language occurs within a social context. The setting where the communication takes place as well as the social roles of the speakers affect the language used. Extralinguistic features of the target culture such as gestures and eye contact can also be addressed within the contexts of various situations.
4. Teaching grammar and pronunciation is important and can easily be incorporated into a competency-based curriculum.
5. Frequently, the language which students need to comprehend is different from what they need to speak or write. Not all language needs to be produced. Some words, phrases, or sentences should be taught for listening (or reading) only.

6. Language should be spiralled and reviewed. Since some language will reappear in different topics and in different competencies, there is ample opportunity for review and reinforcement of vocabulary and structures.
7. The number of items presented must be carefully determined. Studies suggest that no more than nine language items should be emphasized at any one time. Grammatical complexity and vocabulary should be adapted to the ability of the student to avoid excessive frustration.
8. Moving from the known to the unknown facilitates learning. Students should practice the target language in situations familiar to them first. For that reason, the curriculum begins with the language that Volunteers immediately need with their host families. Then the same topic areas will be re-visited in unknown situations. For example, Volunteers learn the language to ask about how to use items in the host family's house in the first housing unit; then they learn how to rent a house of their own in a subsequent housing unit.
9. Instruction should focus on individual needs as much as possible. If students in the classes do not need certain competencies included in the curriculum, these should be deleted. Also, students should focus on language they themselves need rather than what a classmate needs. For example, each Volunteer should be able to describe his/her own past work experience, but not the work experience of other Volunteers.
10. Not everything has to be or should be fixed. The curriculum was designed to ensure maximum flexibility. Teachers who feel their students can handle more complex structures or more difficult vocabulary items should introduce them. Teachers must constantly assess their students' ability to go beyond the minimum.
11. Competency-based language instruction allows for the use of a variety of methods, materials and techniques. Since adults have individual learning styles, a variety of auditory, visual or physically active tasks should be included in a given lesson.

**REFERENCES**

1. Van Ek, J. & Alexander, L. G. (1980). *Threshold Level English*. Council of Europe, Oxford: Pergamon Press.

2. Adapted from Corey, K. (Spring 1986). ESL Curriculum Development in the Overseas Refugee Training Program. *Passage*, 2 (1)

3. Celce-Murcia, M. & Hilles, S. (1988). *Techniques and Resources in Teaching Grammar*. Oxford University Press.

Other references:

Adult Performance Level Staff. (1977). *Adult Functional Competency-Final Report*. Austin, Texas: University of Texas.

Center for Applied Linguistics. (1982). *Teaching ESL to Competencies: A Departure from a Traditional Curriculum for Adult Learners with Specific Needs*. Washington, D.C.: Center for Applied Linguistics.

## PEACE CORPS LANGUAGE CURRICULUM

### GENERAL ACTIVITIES

The Activity Section in each of the competencies often refers to "The General Activity Section." These activities can be used with many of the competencies. Activities in this section include a *Purpose* and *Directions* . Many of these activities are adapted from:


Allen, V. F. (1983). *Techniques for Teaching Vocabulary.* New York: Oxford University Press.

Clark, R. (1987). *Language Teaching Techniques.* Brattleboro, Vermont: Pro Lingua Associates.

Clark, R. (1982). *Index Card Games for the ESL Classroom.* Brattleboro, Vermont: Pro Lingua Press

Corey, K., Peterson, M. & Tannenbaum,E. (Eds.) (1983). *English as a Second Language Resource Manual, Vol II.* Manila, Philippines: Center for Applied Linguistics.

Jerald, M. & Clark, R. (1983). *Experiential Language Teaching Techniques.* Brattleboro, Vermont: Pro Lingua Associates.

Olsen, J. W.B. (1977). *Communication Starters.* California: Alemany Press.

Experiment in International Living. (1983). *Opening Lines, A Competency-Based Curriculum.* Brattleboro, Vermont: Experiment in International Living.

Revell, J. (1979). *Teaching Techniques for Communicative English.* London: Macmillan.

(1984). *Shifting Gears, I and 2.* Brattleboro, Vermont: The Experiment in International Living.

## DIALOGUES:

**Oral Dialogues**
*Purpose:*
To improve students' speaking and listening skills.
To familiarize students with natural utterances and conversational exchanges related to the competencies.

*Note:* Two-line dialogues are appropriate for beginners. As students progress in their use of the language, a 6-8 line dialogue will be appropriate.

*Directions:*
-Introduce the characters (usually two) in the dialogue using stick-figure drawings, pictures, or puppets. You can indicate when a different person is speaking by changing your voice slightly, by stepping to the left or right, by pointing to two pictures of people on the board, by using two different hats that you change quickly.
-Act out the dialogue several times, taking both parts and presenting the general meaning, and the pronunciation, rhythm, stress, intonation of the utterances. Visuals can be used to dramatize the dialogue.
-Have students repeat each line of the dialogue several times.
-Take one of the parts. Have the whole class take the other part.
-After practicing the dialogue several times, reverse the roles.
-Have one half of the class take part A and the other half part B.
-Reverse roles.
-Have students practice the dialogue in pairs. Circulate and monitor the students' performance.

**Ritual** (p. 5, Clark, Language Teaching Techniques [LTT])
*Purpose:*
To have students memorize set phrases that are frequently used in everyday conversation. A ritual is a short form of a dialogue. An example is: A: Hello, how are you? B: Fine, thanks. And you?

*Directions*: (see Dialogue)

**Line-Gram Dialogues**
*Purpose:* To introduce or practice a dialogue

*Directions:* Draw a line gram on the board representing the lines of a dialogue. Each word is represented by a line; all punctuation is included.

Example: What's your last name?
My last name is Smith.
The preceding becomes:

_____ _____ _____ _____ ?

_____ _____ _____ _____ _____ .

-Model the dialogue (following the steps in Oral Dialogues above)
-To help students with rhythm, stress and intonation, use a pointer to tap out the lines while modeling them.
-As students master the first pair of lines, add more lines and tap them out.
-Have students clap or tap out the lines.

**Cummings Device:** (Clark, LTT, p.11)
*Purpose:* To have students practice useful, high-frequency sentences to ask for and receive simple information.

*Note:* This is similar to a dialogue, but it is usually shorter and has holes where a variety of words can be added.

*Directions:*
-Write a short conversational exchange on the blackboard.
Example:

| | |
|---|---|
| How many __1___ do you have? | 1. brothers, sisters, children |
| I have __2___ ____1_____ | 2. 1,2,3,4,5, etc. |

-Present the conversation to be sure students understand the meaning.
-Go through the list of words to make sure students understand.
-Have students repeat the lines after you.
-Have the students respond. You take one part; the students the other.
-Have students practice the conversation with each other. Students choose which words they want to slot into the blanks.
(note: schedules, charts, maps and other sources of information are useful for a Cummings Device.)

**Constructalog** (Clark, LTT, p.51)
*Purpose*: Students make their own dialogues from a list of words and expressions.

*Directions:*
-Put a few key words (or pictures) on the board.
-Ask the students to work in pairs to create their dialogues based on these cues.
-Have students present these dialogues to the class.

**Dialogue Grids**
*Directions:*
-Use pictures to cue lines of a dialogue.

## DRILLS
*Purpose:* To present/practice language in a controlled situation.

**Repetition Drills**
*Directions*:
-Model an utterance.
-Have students repeat first in a large group, then in smaller groups and finally individually. Pictures can be used to reinforce the utterances.

**Substitution Drills**
*Directions:*
-Model the first utterance while the students repeat.
-Give a substitute item as a cue. This is done by showing a picture or saying the word.
-Students say the utterance substituting the new word in the previously modeled sentence.

**Rejoinder Drills**
*Directions:*
-Say the first line of a 2-line exchange.
-Cue the appropriate rejoinder by a word or phrase given orally, written on a card or shown in a picture.
-The student then supplies the second line.

**Expansion Drill**
*Directions:*
-Give a basic sentence.
-Tell students to add a new element to the sentence (for example: an adjective, a time phrase)

**Transformation Drill**
*Directions:*
-Give a sentence orally.
-Tell students to change it in a certain way (for example: present to past tense; singular to plural).

**Chart Pattern Practice**
*Directions*:
-Show a chart containing a series of pictures (for example: daily activities).
-Use the pictures to cue sentence patterns.

**Chain Drill**
*Directions:*
-Have students sit in a circle. Model the drill.
-Begin the chain by asking one student a question. For example: "What's your name?"
-The student answers and then asks another student the same question.
-The chain continues until all the students have asked and answered the question.

**Double Circle**
*Directions:*
-Move the chairs to form two circles--one inside the other. Students in the inner circle sit facing those in the outer circle.
-Present a question (for example, "What's your name?").
-The pairs of students facing each other in the two circles take turns asking and answering the question.
- After the answers, the students in the outer circle move one chair to the right.
-Ask another question. The new pairs then ask and answer both questions.
-Continue moving chairs and presenting questions until students have had sufficient practice.

**Memory Drill**
*Directions:*
-Choose a topic area (for example, food, clothing,).
-The teacher or student begins by saying, "I'm going to (capital city), and I'm going to take a _____.
-The second student repeats what Sl said and adds an item.
-The next student repeats what Sl and S2 have said and adds a third item, etc.

**Total Physical Response**
*Purpose:* To teach language through a series of commands.

*Directions*:
-Model a series of commands stating the sentence as you perform the action, For example, "Go to the door." as you walk to the door.
-Invite 3-6 students to walk through the commands with you.
-Give the commands to the students without doing the action with them.
-Model the commands; all students repeat.
-Students, as a class or individually, give the commands to the teacher to perform or to each other.
-Pair students and have them practice giving commands to each other.

**Action Sequence**
*Purpose:* Students perform and then describe a series of actions that are associated with a topic area, e.g. buying food in a market.

*Directions:*
-Demonstrate the sequence while the students listen and observe.
-Go through the sequence again, stopping to explain new words. Students listen and observe.
-Go through the sequence again while students respond to the commands with the appropriate actions. Students do not speak.
-Teach the commands. Students repeat the sentences several times for practice.
-One student gives the commands while a second student responds with the actions.

**Recitation** (Clark, LTT, p. 15)
*Purpose:* To provide students with phrases useful for explaining or describing themselves to a native speaker.
*Directions:*
Students memorize a short series of sentences. Although these sentences would not all be recited at once, they can each be used in real conversation in response to questions. Example:

My name is _____.
I'm from (country)
I speak (language)
I'm (age).
I'm single.

-Present the recitation using information about yourself.
-Make sure students understand the meaning of each sentence.
-Go through the recitation sentence by sentence. Help each student with the information s/he needs.
-Have students memorize their recitation.
-Students practice in pairs.
-Individual students present their recitations to class.

**Spiel** (Clark, LTT, p. 39)
*Purpose:* To present a short monologue to serve as basis for listening practice
To introduce new vocabulary, grammatical structures

*Note:* Choose a topic that will be useful to students in interacting with the host community. Possible areas are: family, food, a U.S. holiday, a game or sport, a movie or book plot.

*Directions:*
-Plan your spiel.
-Give the spiel (30 seconds is a good length). Have students listen.
-Repeat the spiel.
-Allow the students to ask questions about the material. Write key words on the board or use visuals to make the meaning clear.
-Say the spiel again.
-Ask students questions about your spiel.
-Ask students (individually or as a large group) to give your spiel as accurately as they can.

*Variation:* Students can give their own spiel based on the same topic as yours.

## GAMES

*Purpose:* To practice language in pairs/small groups using an enjoyable activity.

**Spinner Cards**
*Directions:*
-Put pictures of new vocabulary related to a competency on a spinner card.
-Students take turns spinning the arrow on the spinner card and asking an appropriate question to another student. The student answers based on the picture cue.

**Questions.**
*Directions:*
-The teacher or a student thinks of an object (related to a competency area) or the teacher shows a student a picture or a card with a vocabulary word written on it.
-Students try to guess the object by asking yes/no questions.

**Action Guessing Game**
*Directions:*
-The teacher gives each student a card with an action written on it or the students in teams can decide on which action to present.
-A student mimes the action and the other students (or the other team) tries to guess what it is.

**Tic Tac Toe**
*Directions:*
-Give each student a Tic Tac Toe grid with 9 boxes. and tokens.
-Write (or have students write) words from the topic area being studied in each box.
-Divide students into pairs.
-One student has "X"s and the other has O's.
-Students take turns reading a word or using it in a sentence.
-If the student uses the word correctly, s/he puts an X/O in the box he chooses on the grid.
-The first student to get three X's or three O's in a row (diagonal, horizontal or vertical) wins.

**Bingo**
*Directions:*
-Make bingo cards (or have students make their own cards) using words from the current topic area, pictures, numbers, etc.
-Give each student a bingo card and tokens.
-Call out (or have a student call out) one of the words/numbers on the bingo card.
-If a student has that word, s/he covers it up with a token.
-The first student to cover up five in a row wins.

**Go Fish.** A card game.
*Directions:*
-Prepare sets of duplicate cards with pictures of objects (related to a competency).
-Deal 5 cards to each student.
-Put the rest of the cards face down in the middle.
-In groups, students ask each other for cards to make pairs. (For example, Do you have an apple?" Yes, I do." No, I don't. Go Fish." The student who has to "go fish" draws a card from the pile.
-The first student to get a pair for each card in his hand, wins.

**Concentration**
*Purpose:* Students compete to match pairs of index cards by remembering their location. Pairs can include picture/word; synonyms/antonyms; grammar contrasts.

*Directions:*
-Make sets of cards using pictures or vocabulary from a competency.
-Put the cards face down in columns and rows.
-Taking turns, students turn over two cards.
-If they don't match, students turn them back over.
-When a match is made, students read the words or use them in a sentence.
-They then remove the cards and take another turn.
-The student with the most pairs wins.

**Magic Cubes**
*Purpose:* To practice new vocabulary.
To practice asking and answering questions in small groups.
*Directions:*
-Make cubes (6 sides) out of heavy cardboard.
-Put pictures of new vocabulary related to a competency on each side of the cube.
-A student throws the cube, identifies the picture and uses the new word appropriately.
Variation: Students can work in pairs and ask each other questions. The answer depends on the information on the side where the cube lands when thrown.

**Memory Table**
*Directions:*
-Bring 5-10 objects (related to a topic area) and put them on a table.
-Cover the objects with a cloth.
-Remove the cloth for about 30 seconds and allow students to study the items.
-Then cover them again with the cloth.
-Have the students work alone or in groups to record what they saw.
-Compare and check lists.

**Run and Touch**
*Directions:*
-Attach pictures (related to the topic area) to the board.
- Divide the class into two teams and have them line up in front of the board.
-Call out the first new word.
-The first member of each team runs to the board, pointing to the picture representing the word that the teacher calls. The first student to touch the correct picture gets a point for his team.
-The first student then goes to the end of the line and the game continues until all members have had a chance to play. The team with the most points wins.

**Simon Says**
*Purpose:* to practice following commands
*Directions:*
-The teacher gives a command. Sometimes it is preceded by "Simon Says" sometimes it is given without saying "Simon Says".
-Students follow the command only if the teacher says, "Simon Says."
-A student who makes a mistake loses one point. The student who has lost the fewest points at the end of the game is the winner.
-A variation is to substitute "Would you please.." for "Simon Says" to help students learn to use polite requests.

**Game Boards**
*Purpose:* to practice vocabulary or grammatical structures by playing a game.
*Directions:*
-Make a simple game board with a START, a FINISH and spaces connecting the two.
-Write in each space a vocabulary word from the topic being studied or a grammatical item related to the topic.
-Divide students into team.
-Students take turns throwing the dice, moving the number of spaces shown on the dice and reading or following the instructions on the space where they land.
-A student who makes a mistake must go back to the space where he was before he threw the dice.
-The winner reaches FINISH first.

**Scrambles**
*Directions:*
-Write the words of a sentence that has been practiced in class on 3x5 cards.
-Scramble the cards.
-Have students in pairs or small groups arrange the words to form a sentence.

## VISUALS

**Town Map**
*Directions:*
-Make (or have students make) a large map of a town (or of your town). Use it as a base for locating places in all the units.
-Have students describe how to get from one place to another using the map.

**Picture File**
*Directions:*
-Put together a picture file of magazine pictures, teacher made pictures, student made pictures to use for teaching different topic areas.
-Use these pictures to teach vocabulary, to use as a base for creating stories, for cultural discussion.

**Picture Cues**
*Directions:*
-Use pictures to cue a change in tense or person. Hang the cards on the wall.
-Point to them when students need correction or instruction.

**Picture Story**
*Directions:*
-Present a 6-10 frame picture story related to a topic area. Students "read" the story and tell what the characters do and say.

**Look Again Pictures**
*Directions:*
-Find two similar pictures, draw two similar pictures or change a picture to make it slightly different from its original.
-Give students the two pictures.
-Ask students to find the differences and explain them to the class.

**Wall Charts**
*Purpose:* To record frequently used phrases.
*Notes:* Common lists might include: Clarification questions; idioms; frequently used questions to ask for information
*Directions:*
-Post large pieces of paper in the classroom.
-Keep an on-going list of common phrases.
-Point to phrases to cue students

**Wall Pictures**
*Purpose*: to give the students the opportunity to see lots of target language print.
-to expose the students to commonly seen environmental print, for example: traffic signs, building names, words on/in buildings.

*Directions:*
-Label items in the classroom and leave the labels up even if you are not explicitly referring to them in your lesson. Students will constantly see the labels and begin to recognize common words.

-Put up signs in the classroom related to a topic area. For example: post the names of places in a city in the Transportation Unit. Have students use these signs for direction giving: Go to the bank. Turn left at the school., etc.

Variation:
-Have students walk around town and write down language they see on signs.
-Bring the words back to the classroom and discuss.

**Cuisenaire Rods**
*Purpose:* To focus students' attention on a specific structure or to stimulate classroom conversation.

*Note:* Cuisenaire rods were used originally in math.

*Directions:*
-Rods can represent structural concepts or they can be used to represent vocabulary items. Some uses of rods for teaching vocabulary include building a town with rods; presenting a family tree with rods; placing rods in a house to represent furniture.

**Role Play**
*Purpose:* To practice speaking and listening skills by creating real-life situations in the classroom.

*Directions:*
Students should first have practiced the language they are going to use. Students can use dialogues previously learned or they can write their own dialogues based on previously practiced language.

-Divide students into pairs or small groups.
-Give each student a part to play, a role. This part can be described verbally or written on a *task card* or it can be cued by pictures.
-Each group or pair has a few minutes to practice before performing before the class.
-Circulate and help students while the groups are preparing.
-After each group has performed, give feedback or ask other students for feedback.

**Cocktail Party**
*Purpose:* to practice the language in an informal situation

*Directions:*
-Develop a set of identities, one for each student in the class. All the identities have some connection with each other. For example: everyone is a member of the same family; everyone is a suspect in a murder mystery.
-Give each student a card with an identify on it.
-Tell students they are at a cocktail party with a lot of people. Their job is to find out who the people are and what their relationship is to them.
-Have students memorize their identify.
-Students walk around the room and talk to as many people as possible and find the connections.
-After students finish their conversations, have them tell you the connections.

**Interviews**
*Purpose:* to provide an experience where students interact with native speakers and practice listening, speaking and perhaps note-taking skills.

*Directions:*
-Assign students a topic (or let students help select the topic).
-Brainstorm with the students a list of vocabulary, possible questions needed for the interview.
-Have students work in pairs to develop questions they may need for the interview.
-Review with the students clarification techniques that they may want to use.
-Have students practice the interview questions in a role play situation.
-Students conduct the interview.
-When students return to the classroom, have them give brief reports on what happened, for example: how did they feel? were there any surprises?
-Have students report what they learned from the person they interviewed.
-Make a list of tricks the students learned, e.g., how to ask for clarification, how to control the questioning, how to get the conversation back on track.

**Field Trips**
*Purpose:* Going outside the classroom allows students to use the language in a real situation with native speakers.

*Note:* Make sure to choose field trips that will be appropriate in your culture. If necessary, arrange with businesses or people before the students take the field trip. Be sure to talk with the students before the trip about what actions will and will not be culturally appropriate.

*Directions:*
-Give students assignments related to a topic area.
-Have students go out and complete the assignments
-When students return to the classroom, talk about what happened and what they learned (see Interview above).

## PEACE CORPS CURRICULUM
## GRAMMAR ACTIVITIES

Sources used for this section include:
-Celce-Murcia, M. & Hiles,S. (1988). *Techniques and Resources In Teaching Grammar.* New York: Oxford University Press.
-Harmer, J. (1988). *Teaching and Learning Grammar.* White Plains, New York: Longman.

**Why Include Grammar:** Since every sentence that performs a function or fulfills a competency contains grammar, students need to have control of the structure of a language in order to use the language effectively. This section includes suggestions for incorporating grammar into a competency-based curriculum.

**How to decide on a grammar focus for each unit**:
Each of the competency areas lends itself to the teaching of certain grammatical points. Possible English grammar points are noted for the language in Topic II, Classroom Orientation to give an example of how grammar can fit into the curriculum. After the curriculum is translated into the target language decide on a sequence of grammatical presentation. This sequence should be based on the actual language used in each competency. In English, for example, the classroom orientation unit would lend itself to teaching the imperative form of the verbs since this is the way commands are given in English. A unit that asks permission (such as Social Language: Host Family) might focus on the use of modals such as can, may. Once the grammatical focus for each unit is decided upon, the teacher should analyze that grammatical point to anticipate problems in teaching and learning. It is helpful to develop a chart such as the following and fill it out for each grammatical point:
**Grammar Item**
**Pattern**
**Concept**
**Problems**
**Solutions**

For example:
**Grammar Item:** simple present, affirmative statements
**Pattern:** I/you/we/they go; he/she/it goes
**Concept:** an habitual action
**Problems:** subject pronouns; omitting the -s on the third person singular
**Solutions:** Show pictures of people doing daily activities. Have students describe the person's daily activities using the 3rd person singular; then have students describe their own daily activities.

**LESSON STAGES:**
There are three stages of a grammatical lesson which correspond to the three stages of any language lesson.

**Presentation:**

Presentation is the stage at which students are introduced to the form, meaning and use of a new piece of language. At this stage students learn how to put the new syntax, words and sounds together. The grammar point can be introduced either inductively or deductively. In an inductive presentation, the teacher presents an activity in which a grammar point is used. Students figure out the grammatical rules after participating in the activity. In a deductive lesson, the teacher provides students with grammatical rules and explanations. A variety of the activities in the General Activities and Listening Activities Sections can be used to present grammar points.

**Practice:**
This stage can be divided into Controlled Practice and Free Practice. In the **Controlled Practice** stage, the learner begins to manipulate the structure. S/he gains control of the structure without the additional task of having to be creative with the language. At the **Free Practice** stage, the learner engages in communicative activities to practice the structure being learned. These activities usually involve exchanges in which a speaker or listener cannot anticipate what is going to be said next. However, the student is still in the classroom, the activity is designed to practice a particular structure, and the activity is being monitored in some fashion by the teacher.

**Communicative Use:**
'Use' activities go beyond the language classroom into the community. The teacher may set up the activity, but the teacher is not usually around to monitor the language exchanges. Since 'Use' activities are usually interactions with native speakers, the language may be controlled somewhat by the questions of the learner; however, the native speakers are not usually controlling the grammatical structures that they use.

**ACTIVITIES FOR TEACHING GRAMMAR:**

**Activities useful for Presentation and Controlled Practice include:**

-*Modelling / Repetition Drills:* The teacher gives a clear spoken model of the new language, using normal speed, stress and intonation. The teacher can give this model several times with students repeating after her, both in chorus and individually.

-*Isolation:* The teacher can isolate parts of a sentence by repeating the part with the grammatical structure she is teaching. Or the teacher can isolate it by writing the sentence on the board and pointing out or underlining the critical grammatical point.

-*Dialogues:* The teacher presents the grammatical point through the conversation of the two characters.

-*Time Lines:* These diagram representations are useful for teaching and contrasting verb tenses.

-*Fingers:* Fingers can be used to isolate parts of a sentence. Each finger can be a different word in the sentence. By pointing to the appropriate finger, the teacher show students where to find a key grammatical item.

-*Cuisenaire Rods:* Teachers can give different grammatical properties to rods of different colors, lengths to make grammar learning more visual.

-*Explanation:* The teacher gives grammatical explanations in the native language of the students.

-*Total Physical Response:* Use listening based exercises to help students match meaning and form in context. Students can respond either physically or verbally. Students can listen to different examples and then figure out the grammatical rule for themselves or the teacher can point out the rule.

-*Stories:* The teacher develops a short story based around the particular topic area being studied. In this story, she repeatedly uses the grammatical point that the unit or competency area will focus on.

-*Cloze Passage:* After a story is told, the teacher can write the story, omitting the grammar point to be studied. Students fill in the blanks with the appropriate grammatical item.

*Pictures:* Picture files, photographs, stick figure drawing can all be used as the stimulus for presenting and practicing grammatical points.

*Realia / Classroom Objects:* Can be used in matching structures with meaning.

*Charts / Tables / Schedules / Graphs*: Good for practice of grammatical structures.

*Scrambled sentences:* To practice word order, question/negative formation verb tense formation, etc. write each word of a sentence on a 3x5 card.Mix up the words and let students in pairs/small groups put the sentences in the correct order.

*Songs* can often be chosen that repeat certain grammatical structures.

**Activities useful for Free Practice include many activities that can be done in pairs or small groups. Some of these include:**

-*Pictures:* Students can be given a choice of pictures around which they develop their own story that uses a particular grammatical structure.

*Games:* Many of the games mentioned in the General Activities section can be played with a grammatical focus.

-*Information Gap:* In this kind of activity, each student has different pieces of information necessary to make a whole. Students share information with each other to fill in grids, charts, schedules or to tell a complete story or solve a problem.

-*Parallel Writing Activities:* Students receive a sample of writing (a letter, for example) using a particular grammatical point. They develop their own piece of writing using the same structures.

*Role Playing:* Having the students take roles in the simulation of a real life situation allows them to practice structures in a communicative setting and one in which social factors may affect the use of a structure.

**Activities useful for Communicative Use include:**

-*Interviews:* Students can be assigned to interview host country nationals about a variety of topic areas. The assignment can be given so that students must use a particular grammatical structure to talk to the native speakers. For example: If the class is practicing the past tense in the Employment Topic, the assignment might be to ask 4 native speakers about the job they had before the one they have now.

-*Field Trips:* Students can be sent into the community with assignments that require that they use certain structures in the target language. For example: If the class in the Shopping Unit is working on question words, students can be told to ask the price of 5 items in a food market or to ask the names of 3 food items.

## PEACE CORPS CURRICULUM
## LISTENING ACTIVITIES

Ideas in this section are drawn from various sources, including:
-Ur, P. (1984) *Teaching Listening Comprehension.* Cambridge: Cambridge University Press.
-Byrne, D. (1989). *Techniques for Classroom Interaction.* New York: Longman.
- Olsen, J. W.-B. (1977). *Communication Starters.* California: Alemany Press.

**Purpose:** To prepare students for real-life listening.

**Guidelines:**
- The level of language that students can understand is at a much more advanced level than what they can speak. Therefore, listening activities can include vocabulary and structures beyond students' spoken ability.

- Listening activities should be developed based on the characteristics of Real-Life Listening:
(from Ur, P. *Teaching Listening Comprehension,* p. 9)

1. We listen for a purpose and with certain expectations.
2. We make an immediate response to what we hear. (although the response may be non-verbal).
3. We usually see the person we are listening to. Therefore, non-verbal gestures are an aid in comprehension.
4. There are some visual or environmental clues as to the meaning of what is heard.
5. Stretches of heard discourse come in short chunks.
6. Most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, 'noise', and colloquialisms, and in its auditory character.

### TYPES OF LISTENING ACTIVITIES

Type 1) Listening without making a response
Type 2) Listening and making a minimal response, often non-verbal, to demonstrate understanding.
Type 3) Listening and making responses either speaking, reading or writing.

### LISTENING ACTIVITIES:

The following activities can by used for types 1-3 listening activities. The number if parentheses relates to the type of activity. Most of the following activities are predominantly types 1 and 2 since activities that include listening/speaking/reading /writing are 4-skill activities and are included in the General Activities Section or in the individual units.

**Informal Teacher Talk**
(1) Students need to hear the target language as much as possible. Use natural speech in your classroom whenever possible (greetings, classroom commands, when changing an activity -[for example, "O.K. That's enough. Let's go on to the next activity."]) Students will initially understand only minimal vocabulary but they will begin to hear your intonation patterns, pronunciation and common phrases used in everyday speech. Appropriate gestures will help students begin to understand meaning. Since non-verbal gestures differ from culture to culture begin using appropriate head, hand, and finger motions as soon as the course starts.
(2) Comprehension can be tested based on appropriate non-verbal responses.
(3) Students can be encouraged to ask for clarification (see language in Topic II.3) when they don't understand classroom directions.

**Real-Life Eavesdropping:**
(1) Students should be encouraged to pay attention to native speakers outside of class. Give specific real-life listening assignments related to a topic area. For example, have students listen to people greeting each other at parties; have students listen for exchanges in the market between buyer and seller.
(2,3) After listening to native speakers, students can report to the class parts of the conversation they understood; ask questions about phrases they didn't completely understand; make comments (probably in English) about gestures and non-verbal interactions in these conversations to figure out cultural aspects of the exchanges.

**Teacher Spiel:**
(1) Talk to the students about your own experiences in the different topic areas (for example, describe your family, talk about your house, describe your holiday plans). To help students in listening, first tell them what you are going to talk about, then give them a specific listening task. For example, if you are going to talk about your family, ask students to listen for the numbers of brothers/sisters you have; for the name of your youngest child. Although students won't understand everything, they'll enjoy the personal interaction and (2,3) may be able to ask basic questions for more information or clarification.

**Conversations with Native Speakers:**
(1, 2) Invite another native speaker into your classroom. Carry on a conversation together based on the topic area you're focusing on in class. Give students a specific listening assignment. For example: If students are working on housing language, have a conversation between a tenant who is interested in renting a house and a landlord and ask students to listen for the amount of the rent, when it is due, how many rooms are in the house, etc.

**Pictures:**
(1) Choose a picture relevant to a topic area (for example, people waiting for a bus at a bus station). Talk about the picture, describing the people, what they

are doing, perhaps giving a conversation between characters in the picture. Point to appropriate parts of the picture as you speak.
(2) Ask students to point to appropriate parts of the picture as you talk or
(3) Ask and answer questions about the picture.

**Picture Stories:**
(1) Use a series of 6-10 pictures that tell a story. Narrate the story pointing to the appropriate picture.
(2) Ask questions about the story and have students respond by pointing or by
(3) one-word answers.

**Tell Me A Story:**
(2) The teacher tells a story with a lot of action in it. Students must act out the story as the teacher tells it.

**Maps, Charts, Diagrams, Family Trees**:
(1) For example, describe routes from one place in the town to another; use a chart as the basis for describing food likes/dislikes; show a diagram of the floor plan of a store and describe the location of items; describe your family members by using a family tree. Have students listen to your descriptions.
(2) Have students demonstrate understanding by pointing to the appropriate parts of the maps, floor plans, etc.
(3) Have students respond to questions about the information the teacher gives in the maps, charts, etc.

**Information Gap:** (2) Give students a map/chart/etc. that has not been filled out. Dictate what the students should put in each box.
Give students a map or grid (such as a bus schedule) with information missing. Dictate the information and have students fill in the blanks.

| Flight No. | From | To | Arrives | Departs |
|---|---|---|---|---|
| Pan Am 65 | New York | ---- | 6:45 | ---- |
| ---- | ---- | Prague | ---- | 10:05 |

(3) Or have students with different information work together to solve a 'puzzle.' For Example: Back to Back Maps. Divide students into pairs. One student in each pair is A; the other is B. Give each student a map of the town. Student A's map has some of the buildings in the town named; other buildings have question marks on them. Student B has the buildings labeled that S A does not and question marks on the ones that are labeled on S A's map. S A must describe the location of each building so that S B can label the buildings on his map. Tjem S B describes for S A.

**Jigsaw Listening:**
(3) Each student (or group of students) is given one part of the information needed to comprehend the whole. The students listen on tape or read their own parts and then share their information orally with the class in order to figure out the complete piece. Examples of Jigsaw Listening activities are: a mystery where each student has one clue; a recipe where each student has one of the instructions; a story where each student has one sentence.

**Total Physical Response:**
(2) Give commands and have students follow these commands. For example: Stand Up; Walk to the door; Put your hand on your head; Touch your leg.

**Construction Engineer:**
(2,) Give students approximately 10 rods (or blocks) of different colors. Give students directions about where to place the rods. For example: Put the green rod on the table. Put the white rod on top of the green rod. Put the red rod next to the green rod, etc. After you finish giving instructions, have students compare their constructions.This activity can also be done by placing objects or pictures of objects in different places according to your instructions.
(3) Have students direct each other to build a structure using the rods. Students can sit back to back. Student A gives instructions while building the structure himself. Student B follows the instructions, asking for clarification if necessary. After the structure is completed, the students compare the results.

**Drawing Pictures:**
(2) Talk about a picture which the students cannot see and ask them to draw what you describe. Then compare the students' pictures with the one you described. This can be very simple: for example: "There's a table in the middle of the room. There's a cat under the table. There are four chairs around the table. There's a coffee pot on the table."

**Find the Mistake**:
(2) Describe a person, place, or thing that all the students know and can see. This can be the room you are in, an object in the room or one of the students in the class. As you make your description, give false information. For example, if describing a blond-haired, blue-eyed girl named Betty from New York, you might say, "This is Susan. She's from Chicago. She has brown hair and brown eyes." Each time you give false information, the students must raise their hands. Pictures with lots of detail can also be used for this activity. As students look at the picture, give an oral description of the picture but make deliberate mistakes. Students circle or check the items that you describe incorrectly. (3) Students can also correct the false information.

**Bingo:**
(2) This game helps students identify vocabulary words from a topic area. The teacher calls out a relevant word and students place a marker in the appropriate box on the bingo card.

**Dictation:**
(2) Dictate information. Have students write what you say.

**Multiple Choice:**
(2) Give students a worksheet with several possible answers on it. Read one answer and have students circle the one you read. For example: in the Food Unit to practice reading labels, give a worksheet such as the following:
(Teacher reads "I need rice.")
a. beans b. peas c. rice
(Students circle 'c'.)

**Songs.**
(1) Students enjoy native language songs both for pleasure and for cultural value. They don't need to understand every word in a song; they can enjoy the music with a minimal understanding of meaning. Play the song first. Then summarize the song in the students' native language, giving the meaning as well as any interesting background information. Students should listen to the song on successive days so they begin to learn the tune and pick out specific words. (2,3) After listening a few times, they can begin to follow the written text and sing along.

**Tapes:**
The teacher can make a tape of a conversation between native speakers, of a short narrative, of part of a radio broadcast, of a pronunciation drill and students can listen to the tape as many times as they need to in order to complete an assignment. This assignment can be a worksheet with questions to answer, such as jigsaw listening, or an oral drill to practice different sounds in the language. There are also commercially made tapes in the native language (of lectures, or stories read aloud, etc.); however, these are usually very difficult for beginning learners of the language.

**Movies, Videos:**
(1) Films relevant to the target culture are often interesting to students. Although beginners won't understand the majority of the narration, they will pick up meaning through the visual images and will benefit from listening to native speakers' intonation and pronunciation and will begin to pick up bits of the language. (3) Ask questions about what students have seen and heard.

**Radio/T.V.:**
(1) Students may watch native language t.v. programs or listen to radio programs with their host families. Encourage students to listen to programs outside of class and use selected broadcasts in class. For example, a tape of a weather report from the radio can be a good opportunity to practice listening for vocabulary learned in a weather-related activity. (2) Write weather related vocabulary used in the broadcast on the board. Have students listen for these words and point to them when they hear them used. (3) Have students ask and answer questions about the broadcast. Be sure to use only <u>short</u> taped broadcasts since the most difficult kind of listening is when a language learner

cannot see the face and mouth of the speaker. (3) Make a tape with short news items that you have written. For example: "There's free beer in the bar on Saturday." "Movies will cost $10. next year." "It's going to rain all weekend." Have students react appropriately. For example: "Great!"; "Really?" "Oh, no!" using appropriate intonation.

## TOPIC 1: PERSONAL IDENTIFICATION

**UNIT FOCUS: From the moment people arrive in a new country, they are asked for personal information. At immigration, they show their passport and may often be asked their name and country of origin. They also are usually asked to fill out a document giving name, country of origin and passport number. When first meeting host country nationals, new arrivals are asked their name and where they are from. During their first few days in a new country, they will be introduced to others and they will need to respond appropriately. This unit therefore gives the introductory language for making the first social contacts in a new country.**

### 1.1. Identify Self (name, country of origin, passport number)

**Situation: at customs**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| -asking for information<br>-identifying | A: What's your name?<br>B: My name is Mary Jones.<br>A: Where are you from?<br>B: I'm from the UnitedStates.<br>A: What's your passport number?<br>B: (gives number) |

### 1.2 Introduce Self

**Situation: with host country nationals; informal, social setting**

| | |
|---|---|
| -introducing self | A: My name is Marcella Jones.<br>Call me Marcy.<br>What's your name?<br>B: My name is Bill Smith.<br>A: Nice to meet you.<br>B: Nice to meet you too. |

### 1.3. Introduce Others

**Situation: with host country nationals; formal/informal social setting**

| | |
|---|---|
| -introducing others | A: Mary, this is Bill Smith.<br>Bill, this is Mary Jones.<br>Mary: Nice to meet you.<br>Bill: Nice to meet you too. |

**1.4 Greet and Be Greeted**

**Situation: with host country nationals; informal, social setting**

| | |
|---|---|
| **-greeting people**<br><br>**-being greeted** | A: Hello. (Good morning, afternoon, evening)<br>B: Hi. |

**1.5. Inquire about health of others; state own well-being**

**Situation: with host country nationals; informal, social setting**

| | |
|---|---|
| **-socializing** | A: How are you?<br>B: Fine, thanks, and you?<br>A: Fine, thanks. |

**1.6. Take Leave**

**Situation: formal/informal gatherings**

| | |
|---|---|
| **-taking leave** | A: Good bye. See you later.<br>B: Good bye. |

**ACTIVITIES:**
Note: All activities for this unit are given together and not separated by competency since much of the language is formulaic and is used as a unit for socializing.

**Presentation:**
*-Oral Dialogues* (see General Activities): sample language given above. As you present the language, be sure to include any culturally appropriate gestures (smiles, shaking hands, etc.).

*-Reading own Name* (for languages with a non-Roman alphabet or for students to learn the host country equivalent of their names): Give each student an index card with his/her name/nickname written on it. Have students study their name. Collect the cards and place them randomly on a table. Ask students to find their own names and then introduce themselves.

*-Dialogues: Call me* ____. Present informal dialogues where students practice saying their nicknames when introduced.

*-Cuisenaire Rods: Reading Numbers:* (see General Activities) Present the numbers 1-10 using cuisenaire rods. Then, using TPR drills (see General Activities) have students show you 1, 2, 3, (etc.) rods.

*-Number Cards:* Show number cards 1-10 and have students repeat the numbers as you read them.

*-Passport Number:* Show a passport; point to each number as you read it aloud. Write several passport numbers on the board that have similar numbers. Read one of the numbers. Have students point to the number that you read. Then have students read their own passport number aloud.

*-Form Language* (see General Activities): Write the words FIRST NAME, LAST NAME, COUNTRY, PASSPORT NUMBER on large cards. Match these cards to the appropriate part of a student's name. Then have students take turns matching FIRST and LAST cards to parts of their names. Then write the United States and the name of the host country on cards. Match these words with the word COUNTRY.

*Arriving and Leaving:* As each student arrives at class, greet them with "Hello, How are you?" When each student leaves class, have them line up and say to you before they leave: Goodbye. See you later (tomorrow).

**Practice:**

*-Line-Gram Dialogues* (see General Activities)

*-Chain Drill* (see General Activities): Use the following sequence: My name is _____. What's your name?

*-Name Game.* Have students sit in a circle. The first student introduces him/herself. The second student introduces him/herself and gives the name of the first student. This continues until the last student gives the names of all the students in the class. Example: My name is Jane. This is Bob. His name is Joe. Her name is Mary.

*-Ball Toss:* Have students stand in a circle. Ask: What's your name? (Where are you from? ; How are you?) Throw a ball to one student. The student must answer the question and throw the ball to another student while asking a question.

*-Tic Tac Toe* (see General Activities): Write numbers in the boxes on a tic tac toe board and have students practice reading them while they play the game. Or write form language sight words (NAME, NATIONALITY etc.) in the Tic Tac Toe blocks.

*-Cross Out:* On the chalkboard, write numbers or form sight words. Tell students to cross out: for example: "all the twos" ; the word NAME.

-*Form Language*: (see General Activities) Have students complete a form:
FIRST NAME _____

LAST NAME _____

COUNTRY _____

PASSPORT NUMBER _____

-*Pictures: Appropriate Address:* Show a picture of a famous person, an older person, a child and have students practice greeting the person in the picture appropriately.

*Role Play:* (see General Activities): Give students different roles to practice formal and informal greetings and introductions. For example, the mother in the host family; a child in the host family; a teacher in the school; the principal of the school; a well-known author; a political leader; a close friend.

**Use:**
-*Meeting New People:* Bring together two classes of students. Students move around the room meeting and greeting each other.

-*Eavesdropping: : Introductions* (see Listening Activities): Have students pay attention to how they are introduced by their host families. Make a classroom list (see General Activities, Wall Charts) of different ways people are introduced. Note any differences based on age or relationship.

-*Eavesdropping: Greetings* (see Listening Activities): Have students pay attention to how people greet each other in the host country. Make a list for a Wall Chart (see General Activities). Compare these ways to how people are greeted in the U.S.

## TOPIC II: CLASSROOM ORIENTATION

**UNIT FOCUS: In this unit, students learn appropriate behavior for the host country classroom, including following classroom commands, requesting permission to do something, asking for clarification and finding out the target language for unknowns. Since telling the time and date are common functions of a classroom, these are also included in this topic.**

### 2.1 Follow simple instructions

**Situation:** in the classroom

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| **-instructing others to do something**<br>**-following instructions** | Listen. Repeat. Come here. Go to (location). Open/close your book. Take a break. Copy (this). Stand up. Sit down. Please be quiet. |

**ACTIVITIES:**

**Presentation:**
-*Total Physical Response Drills* (see General Activities)

**Practice:**
-*Simon Says*: (see General Activities): Give a command. Students follow the command. After students are comfortable following the commands, have students respond only to those commands preceded by "Simon Says."

-*Do What I Say:* Perform an action which may not be the same as the command you give. (for example: say, 'Stand up' (while sitting down). Students must listen and perform what the teacher says, not what she does.

-*Action Cards:* Draw pictures of actions (or write the commands) on 3x5 cards. A student draws a card and follows the command. Variation: Without showing the card, the student who draws the card gives the command to another student

-*Game:Board* (See General Activities): Draw a simple game board. Write classroom commands on 3x5 cards. Sl throws the dice, moves his marker on the game board the number of spaces shown on his dice and draws a card. The teacher reads aloud the command from the card. If S l performs the command correctly, he leaves his marker on the board; if not, he goes back to his point of origin. S 2, 3, 4, etc. continue until one student reaches the end of the game board.

*-Team Game:*: Divide class into two teams. Call out a command to Player 1 on Teams A and B. The first player to follow the command correctly, gets a point for his team. Continue with Players 2, 3, 4, etc. The team with the most points wins.

**Use**:
*-Daily Use.* Use these commands in class daily and add appropriate new ones as the class continues.

**Competency 2.2 Make polite requests**

**Situation: in the classroom; in the community**

| | |
|---|---|
| **-making and acknowledging requests** | Please open the window.<br>O.K. |
| **-expressing/acknowledging gratitude** | Thank you.<br>You're welcome. |

**ACTIVITIES:**

**Presentation:**
*-Dialogue, Classroom Requests* (see General Activities): Using the previously taught classroom commands, present the above polite exchange as a dialogue

**Practice:**
*-Polite Requests*: Have students practice polite requests by using the appropriate language whenever they request anything in the classroom. This is also a good opportunity to reinforce clarification language (competency 2.4) by pretending to misunderstand and then asking for clarification.

**Competency 2.3 Observe Classroom Etiquette**

**Situation:** in the classroom

| | |
|---|---|
| **-apologizing** | -I'm sorry I'm late. |
| **-granting forgiveness** | -That's o.k. |
| **-getting attention** | -Excuse me, teacher. |
| **-asking permission** | -May I (smoke)? |
| **-granting permission** | -Yes, you can. |
| **-refusing permission** | -I'm sorry, you can't. |

**ACTIVITIES:**

**Presentation:**
*-Sorry, I'm Late:* When the first student arrives late for your class, model the appropriate language to apologize (#1).

*-Ritual, May I?:* (see General Activities) Present a ritual using the language above (#2) to ask permission to do something in the classroom.

**Practice/Use:**
*-Late Again:* Whenever students arrive late, insist that they apologize in the target language before entering the classroom.

### 2.4 Express lack of understanding/ask for clarification

**Situation:** in the classroom; in the community

| | |
|---|---|
| **-expressing confusion**<br>**-requesting others to do something; clarifying**<br>**-clarifying** | -I don't understand.<br>-Please repeat.<br><br>A:Would you like to go to the movies Monday?<br>B:What time?<br>Where?<br>To the what?<br>At 7:30?<br>Monday or Tuesday? |

**ACTIVITIES:**

**Presentation:**
*Mumbling:* After students have practiced following classroom commands, deliberately mumble a command so that students are unable to hear or understand it. Then ask, "Do you understand?" When students signify "No," teach the appropriate language: "I don't understand." "Please repeat." etc. As students get more facility with the language, teach ways to isolate the part of the statement that wasn't understood.

*Gossip*: Seat students in a circle. Whisper a word, a short sentence or a command to the first student. The first student whispers it to the second student, etc. The last person reports the word/sentence/command to the class. (It will usually be totally different from what was said at first). Use this as a way to introduce asking for clarification when a statement is not clearly understood. Play the game again. This time students must ask for clarification whenever they don't understand



BEST COPY AVAILABLE

**Practice:**
Encourage students to ask for clarification whenever they don't understand something in class.

**Use**:
*Real-life Eavesdropping* (see Listening Activities): Have students begin listening in their host families or in the community for ways that people ask for clarification. Make a list on a class wall chart (see General Activities) that is added to frequently.

**2.5 Find out target language for unknowns**

**Situation:** in the classroom; in the community

| | |
|---|---|
| **-asking for information** | -What's this/that/these/those?<br>-What's this called in (language)?<br>-What does (word) mean? |
| **-identifying** | -This/that/these/those are ____.<br>-It's a _____.<br>-It means _____. |

**ACTIVITIES:**

**Presentation:**

-*Dialogue / Drills*: (see General Activities) Hold or point to an object. Use appropriate gestures (for example, pointing, confused facial expressions) while asking the question "What's this?" Then respond with the name of the object. Have students practice the exchange as a whole group and then in pairs.

-*Vocabulary Game*: Each student draws a picture or picks up an object in the classroom that he wants to know the name for in the target language. Students ask individually (with the teacher's help if necessary) "What's this?" and the teacher responds.

**Practice:**
-*Walk Around*: Take students on a trip around the school environs. As you walk, have students point to unknown items and ask , "What's that?" What's that called in (language)?" Respond to the questions with the appropriate vocabulary.

-*Memory Tray:* (see General Activities) When you return to the classroom, put objects you encountered on your trip (or pictures of the objects) on a tray. Have students look at these objects for 30 seconds. Cover the tray. Have students as a large group try to remember the names of all the objects on the tray. When students have finished remembering, remove the cover and have students ask "What's this?" for any objects they didn't remember.

-*Literacy: Signs We See:* (see General Activities): Have students walk around town and copy signs that they see. They then bring back these words to the classroom and ask the teacher for clarification: "What does this mean?"

-*Wall Chart:* (see General Activities): Write the questions for asking the meaning of words (What's this? What's this called in TL? What does _____ mean? ) on a large paper and post it on the wall. When students forget the question or when they seem confused about the meaning of a word, point to the wall chart to cue the question.

-*Wrapped Objects*: Collect a number of objects that the students have learned the names for and wrap them in paper. Call several students in front of the class and ask them to put their hands behind their backs. Put one object in each of their hands. Members of the class ask the students, "What is it?" Each student tries to guess saying "It's a _____."

**Practice/Use:**

-*Treasure Hunt*: Give students a picture list of items to find. Before they go to look for the item, they must ask the teacher or a classmate the name of the object in the target language. Divide students into teams. Have the teams go into the community to find the objects. If they forget the name in the TL, they must ask a native speaker "What's this called in (language)?

**Use:**

-*Cultural Exploration:* Choose objects that are representative of the culture. (in the U.S., you might choose a baseball, a package from fast food hamburgers, a frisbee, bubble gum etc.). Divide students into small groups and give each group 2-3 items. The groups of students go into the host community and ask native speakers, "What's this?" They can also ask for more information such as "How do I use this?" "Who uses this?" "When do they use it?" They then come back to class; tell the name in the target language and then report (in English) about whatever they were able to understand about its use. The teacher can then confirm or deny the information they brought back to the classroom and add vocabulary in the target language.

**Competency 2.6: Tell time**

**Situation:** in the classroom; in the community

| | |
|---|---|
| **-requesting the time** | -What time is it? |
| **-giving the time** | -It's _____. |

**ACTIVITIES:**

**Presentation:**
*-Numbers*: Holding up number cards, review the numbers from 1-12 (already studied in Topic 1 - passport number) using drills. (see General Activities.) Call out a number, have individual students take the card with that number on it. Additional numbers 1-60 can be added as students seem ready; however, do not try to teach all these numbers at the same time.

*-What Time Is It?:* Review the numbers from 1-12 as you move the hour hand of a large cardboard clock. As students say the numbers, add the appropriate time-telling language (It's ____ o'clock). Ask individual students to come to the front of the room and set the clock to the time you say. Then have student volunteers call out times to a classmate who then sets the clock. Once students master the hours, add half hours, quarter hours and finally minutes. However, make sure students know the numbers before expecting students to tell time with minutes 1-60.

*-What time Is Class? :* Move the hands on the clock face from the time that class begins until it ends. Point to the classroom and say, "Class is from (8:00 to 12:00)."

**Practice:**
*-Cardboard Clocks:* Give cardboard clocks with moveable hands to students and say a time (for example: 10:00). Students move the hands to make the correct time. Students can also work in pairs. They take turns with one student giving a time and the other moving the clock hands.

*-Dictation:* (see Listening Activities) Give each pair of students a cardboard clock. Write a time on the board and have them move the hand of the clock to that time. Vary this by saying a time and having the students write it on paper or on the board.

*-Multiple Choice* (See Listening Activities): Give students a worksheet with blank clock faces. Say a time and have students draw the hands on the clock. To practice the phrase "from (time) to (time)" give students two clock faces connected by a dotted line and dictate, for example: "from 5:00 to 9:00."

-*Concentration:* (see General Activities) Play the game with two sets of cards that match clock faces to written times. Before picking up a matching pair of cards, the student must read aloud the time.

-*Spinner:* (see General Activities) Make a spinner card that illustrates a clock face with numbers. Put another arrow on the card for the hands of the clock. Each student spins the hands and reads the time.

-*Tic Tac Toe:* (see General Activities) Write different times on a tic tac board. Students must call out a time before placing a marker.

-*Time Dominoes*: (see General Activities). Make a set of dominoes with written times. Put the students in groups of four and give each group a set. Students match the dominoes to form chains. In order to put down a domino they must say the time.

-*Magic Cubes*: (see General Activities) Put clock faces or written times on the different sides of a cube. Students throw the cube and say the time.

-*Bingo:* (see Listening Activities) Put times on bingo cards and have the students play Bingo.

-*Run and Touch* (see General Activities): Divide students into teams. Call out a time and have students compete to write that time on the board or set a cardboard clock to that time.

**Use:**
-*On The Street:* Send students out of the classroom to ask people on the street "What time is it?" (if this is culturally appropriate). Have students look at the time first; take off their watches; and approach 3-5 people and ask, "What time is it?" Students record the responses and report back to classmates.

-*Time: Daily Classroom Activity:* Throughout the day in class, inquire of students, "What time is it?"

**Competency 2.7 Tell date**

**Situation:** in the classroom

| | |
|---|---|
| **-requesting the date** | -What day is today?<br>-What's the date? |
| **-giving the date** | -It's Monday.<br>-It's June 2, 1990. |

**ACTIVITIES:**

**Presentation:**
*-Drills, Calendar, Days of the Week* (see General Activities): Post a calendar in the classroom. Point to each day of the week, saying "Monday, Tuesday, etc." Then point to the days in random order to see if students remember the names.

*-Drills: What Day Was Yesterday?* Point to today. Then point to yesterday and ask, "What day was yesterday?" and model: "Yesterday was (Tuesday)." Repeat with tomorrow. Then ask students "What day is today?. ...yesterday? ...tomorrow?"

*Drills: Months, Years:* Repeat the above drills using the calendar and teach the current month/year; the past month/year and the next month/year. Note: Students have learned to read numbers individually in Topic l: Passport. They will need to practice how to read the year (for example: In English, the year is read in blocks: for example: nineteen ninety two)

**Practice:**
*-Scrambled Days/Months* (see General Activities): Divide students into groups. Write the days of the week on 3x5 cards. Give a set to each group of students. Have them place them in order. Do the same with "months cards."

*-Tic Tac Toe (see General Activities):* Write days of the week or the months on a Tic Tac Toe board. Have students play Tic Tac Toe in pairs by reading correctly the day/month in the box where they want to put their 'X' or 'O'.

*-Dictation: Writing the Date:* (see Listening Activities): Dictate dates and have students write what they hear.

*Pocket Chart:* Post a pocket chart in the classroom. Write the days of the week and numbers 1-30 on pieces of cardboard that will fit in the pocket chart. Place the month and the year in the appropriate location on the pocket chart. Each day have students put the correct day/date card in the pockets. Then ask students: "What's the date today?" At the end of the month, have students change the month card.

*-Classroom Assignments:* Have students always write the date on any worksheets or classroom writing assignments.

**Use:**
*Eavesdropping:* (see Listening Activities): In the U.S. people are often asking, "What's the date?" "What day is it?" Ask students to listen in the host culture to see if that is a common question. Have students note (perhaps on a Wall Chart- see General Activities) the different ways of asking the date. Also, have them note when they need to write or read the date (for example: on forms, on bulletin boards).

## TOPIC III: SOCIAL LANGUAGE: HOST FAMILY

**UNIT FOCUS: New arrivals in a country who are living with a family will be asked many questions about themselves. This unit prepares the Volunteers to answer personal information questions and to ask these questions to others.**

**3.1: Ask/answer personal information questions (names, country, state, age, language ability, marital status)**

**Situation: meeting host country nationals**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| -asking for information | A: What's your name? |
| -identifying | B: My name is _____. |
| | A: Where are you from? |
| -giving information | B: I'm from the United States. |
| | I'm from (state). |
| | A: How old are you? |
| | B: I'm _____ years old. |
| | A: What's your date of birth? |
| | B: (June 14, 1964) |
| | A: Do you speak (language)? |
| | B: I speak a little. |
| | A: Are you married? |
| | B: No, I'm single. |
| -correcting | (Yes, I am.) |

**ACTIVITIES:**

**Presentation:**
*-Dialogue (see General Activities):* Present the above exchange using puppets or pictures. Make word cards (NAME, COUNTRY, AGE etc.) to cue the parts of the dialogue.

*-Age:* Based on the students' knowledge of numbers from Units 1 and 2, have them figure out how to say their age in the target language.

*-Date of Birth:* If you have access to the students' records, write down before class each student's date of birth on a large card. (or before class ask students to tell you their date of birth in English). Place all the cards on a table and have students try to find their date of birth by using their knowledge of numbers and their work with the calendar in Unit 2. Then have students practice reading the day, month and year correctly.

-*Teacher Recitation* (see General Activities). Have students listen to you give your personal information in narrative form.

**-Practice:**

-*Recitation* (see General Activities): Have students prepare a short speech to deliver to the class that includes the above personal information.

-*Chain Drill* (see General Activities): Have students sit in a circle and practice the exchange "What's your name?" After practicing this question, add other personal information questions: "Where are you from?" "How old are you?" etc.

-*Double Circle* (see General Activities). Have students ask the personal information questions in a double circle.

-*Constructalog:* (see General Activities) Put key words from the dialogue on the board. Have students work in pairs to develop and practice the exchanges.

-*Magic Cubes:* (see General Activities) Write the following words in the target language on the sides of a magic cube: FIRST NAME, LAST NAME, AGE, DATE OF BIRTH, COUNTRY, STATE, (TARGET LANGUAGE), ENGLISH, MARITAL STATUS. Have students throw the magic cube and ask and answer questions based on the cue word (for example, COUNTRY: "Where are you from?"; ENGLISH: "Do you speak English?").

-*Famous Person:* Ask for a volunteer to pretend s/he is a famous person (known to most of the students). Have the other students ask personal information questions to the "famous person." If the student who is playing the role of the famous person doesn't know the answer, he can answer in any way he wants.

-*Interview* (see General Activities) After students have practiced the questions, have them interview as many classmates as possible in 5 minutes. Students report their findings orally or on a chart:

| NAME | STATE | AGE | DATE OF BIRTH | LANGUAGE |
|---|---|---|---|---|
| | | | | |

**Use:**

-*Interview: Host Family* (see General Activities). Ask students to approach persons in their host family and ask personal information questions (those appropriate to ask to acquaintances). Students report back to the class either orally or in chart form.

**3.2 Describe own family/Ask about host family**

**Situation: with host family members**

| | |
|---|---|
| **-asking for information**<br>**-identifying** | A: Who's that?<br>B: That's my (mother).<br>A: What's her/his name?<br>B: Her/his name is _____.<br>A: How many (sisters) do you have?<br>B: I have (3) (sisters). |
| **-comparing** | A: Which one is older/younger/the oldest/the youngest?<br>B: (Mary). (This one.)<br>A: Do you have children?<br>B: Yes, I have one.<br>or No, I don't.<br>A: How old is your son/daughter?<br>B:_____ years old. |

**Presentation:**
- *Family Tree / Photo of Family:* (see Listening Activities) Draw your own family tree or show a photo of your family. Have students listen while you describe your family relationships (This is my mother). Then ask students to point to your family members as you ask questions. (Who is my mother?)

-*Drills: Comparing Ages:* (see General Activities) Have students line up in the order of their date of birth: from youngest to oldest. Have the first three students in the line say their date of birth. Stand next to the student in the middle and say, "He's older than (name of the person in front of him) ."He's younger than (name of person behind him.") Then cue the middle student with "I" , point to the person in front and have him say: "I'm older than (name)." Then have the student face the person behind him and say, "I'm younger than (name)." After students have practiced this construction, point to the first person in the line and say, "He's the youngest." and to the last person and say: "He's the oldest."

**Practice:**
-*Spiel* (see General Activities): Give a spiel about your family (using the same language you used in presenting your family tree/photograph). Have students listen and then plan their own spiel which they will deliver to the class.

-*Photographs:* Have students bring a photo of their family to class (or have them draw a picture of their family. Divide students into pairs. Pointing to the picture, the students identify their family members.

-*Family Tree*: (see Listening Activities) Using your family tree, call out the name of a relationship and have students point to that person on the family tree. Then give students cards with a relationship written on it. Have the students match the card with the proper person. Then point to a family member and ask, "Who is this?" and have students respond as a large group then individually.
Have students draw their own family trees (or show a photograph or make a drawing of their families) and share them in pairs naming the different relationships. Students can practice previously learned questions such as "What is your name?" and substitute"What's your mother's name?" ; "How old are you?" to "How old is your sister?"Then ask students, "Who is the oldest?" "Which one is your older brother?"

-*Cummings Device* (see General Activities: Use this open slot drill to practice "How many _____ do you have?"

-*Find the Mistake* (see Listening Activities): Show a picture of a family. Describe the picture but make mistakes. For examples: if the picture shows three sons and two daughters, say: There are three daughters and one son in this family." Students must circle the parts of the picture that are described incorrectly. They then can correct the information you gave.

-*Answer Cards*. Put answers (related to personal information/family) on 3x5 cards. Individual students draw a card and ask a question that might elicit the answer. (For example: the card reads '5 years old'. The student could ask, "How old is your brother?" or"Is your brother 5 years old?")

-*Survey:* (see General Activities). Make a chart with columns such as the following: Name, Number of Brothers, Number of Sisters, Number of Children. Have students move around the room interviewing their classmates and filling out the chart.

**Use:**
-*Survey* (see General Activities): Students interview their host family and return with information about their family members to share with the class.

**3.3 Describe Peace Corps role in host country.**

**Situation: with host family; with host country nationals**

| | |
|---|---|
| **-identifying**<br>**-describing**<br>**-narrating** | I am a Peace Corps volunteer.<br>I have come to your countryto teach English and to learn about your culture. Peace through understanding is the Peace Corps goal. The Peace Corps believes that understanding comes from living together. |

**Presentation/Practice:**
*-Recitation* (see General Activities). Have students memorize the above information and practice saying relevant parts of it in response to such questions as, "What's the Peace Corps?" or "Why are you here?"

**3.4 Identify own job in Peace Corps in host country.**

**Situation: with host country nationals**

| | |
|---|---|
| **-asking for information**<br><br>**-giving information**<br><br>**-identifying** | A: What do you do? (What's your job?)<br>B: I'm a teacher. (I teach English.)<br>A: Where do you work?<br>B: I work in the (name) (level) school. |

**Presentation:**
*-Recitation:* (see General Activities) Have students practice the phrases above in the form of a recitation, adding to them personal information such as name and nationality. For example: My name is Bob Jones. I'm from the U.S. I'm a Peace Corps volunteer. I teach English at the East Side Middle School.

**Practice/Use:**
*-Interview* (see General Activities): Invite native speakers into the classroom to ask the students various personal information questions. The students can also ask questions to them.

**3.5 Identify daily routines**

**Situation: with host family**

| | |
|---|---|
| **-asking for information**<br>**-reporting** | A: What time do you (get up)?<br>B: I/We (get up) at _____.<br>(eat breakfast/lunch/dinner, go to work; go shopping; go to school; go home; go to sleep, etc.)<br>A: What time did you (get up yesterday?<br>B: We (got up) at 9:00. |

**Presentation:**
*-Time:* Review time with exercises from Topic 2.

*-Chart Drill: Daily Routines:* (see General Activities). Prepare a chart with pictures of a 'typical' host country person's daily routine. You may want to

prepare two charts: one for a person who works outside the home; one for someone who stays home with small children. Include clock faces with each activity. Point to different parts of the chart and model phrases that describe a person's daily routine: At 7:00, Bob gets up. He takes a shower and gets dressed. At 7:30 he eats breakfast, etc. After giving the model, point to parts of the chart and ask students to give the information. Then ask questions about the daily activities shown on the chart.

-*Teacher Spiel* (see Listening Activities): Talk to the students about your own daily activities.

-*Conversations with Native Speakers* (see Listening Activities): Invite another native speaker into the classroom to describe to the class his/her daily activities.

-*Pictures: Story Telling* (see Listening Activities). Show a picture of a person or a group of people engaged in a special activity. Begin the story by showing the daily activity pictures and reviewing by saying: "Bob usually gets up at (etc.)" Then show the picture of Bob in a special activity and say, "Yesterday Bob went (to the park for a picnic. and he. etc.)" Ask students questions about the person's special activities.

**Practice:**

-*Spiel:* (see General Activities) Have each student develop a chart of his/her own daily activities. Based on the chart, have students prepare their own spiel about their daily activities in the host family. Then have the students narrate something they did yesterday or during the weekend.

-*Scrambled Pictures:* (see General Activities). Use picture cards of daily activities. Have students order the picture cards and then narrate the story of the person's day.

-*Monthly Activities:* Give each student a calendar of the current month. Write some common activities on the board: for example: wash clothes, write a letter, study (target language). Ask students to write the activity on the day(s) that they did it. Then ask them: "What did you do on July 8?" "What did you do last Tuesday.?" "When did you wash your clothes?" Then have students ask each other about past activities during the month.

**Use:**

-*Interview: In The Homestay:* (see General Activities) Have students ask questions to their host families: What time do you _____? Students can then make charts and report to the class about the daily activities of their host family members. They can also record the previous day's activities of themselves and one or more of their family members.

## TOPIC IV: FOOD, HOST FAMILY

**UNIT FOCUS: One of the first interactions that Volunteers will have with their host families will be at meals. This unit teaches students to ask about and identify common food in the host country and to interact appropriately at the dinner table.**

### 4.1 Ask about typical host country foods

**Situation: with host family; in market**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| **-asking for information** | -What's that? / What's that called in (target language)? |
| **-identifying** | -It's (food). |

**Presentation:**
*-What's This? :* Teach names of food by showing pictures and having students ask "What's this?"; "What's this called in (language)?" (see Topic 2.4, Find out target language for unknowns.)

**Practice:**

*-Games*: To practice the names of food items, play Tic Tac Toe, Bingo, Concentration, Go Fish, Magic Cubes or Spinner (see General Activities).

*-Look Again Pictures* (see General Activities): Draw a picture of a table with typical host country foods on it. Then draw the same table with typical American food on it. Ask students to note the differences. For example: Table 1 has (food), (food) and (food). Table 2 has (food), (food), and (food).

**Use:**
*-Field Trip to Local Market:* Take students to a local market/food store and have them practice identifying food items by asking the teacher, each other, or the store clerk (if appropriate): "What is this called in (target language).

*-Interview: Host Family Foods* (see General Activities): Have students ask host family members to identify unknown foods at the table. Have students make a list of the common foods that the family eats.

**4.2 Express Food Preferences**

**Situation: with host family**

| | |
|---|---|
| **-express likes**<br>**-express dislikes** | I like (food).<br>I don't like (food) |
| **-inqiring about likes/dislikes** | Do you like (food)?<br>Yes, I do./ No, I don't. |

**Presentation:**
*-Picture Choice:* Put pictures of different foods on a table. Pick up one and present the pattern: I like (food). with appropriate gestures to show pleasure. Invite students to choose a picture and help them practice the phrase.

*-Drill:* (see General Activities): Introduce the exchange: "Do you like (food)?" after each student has chosen a picture of a food item. Face the first student and ask: Do you like (food)? " calling the name of the food that the student has in his hand. The student responds "Yes, I do." or "Yes, I like _____."

**Practice:**
*- Double Circle* (see General Activities): After students have responded to the teacher's question, "Do you like (food)?" place the students in a circle. Go to the middle of the circle and ask the question. The first student responds and then replaces the teacher in the middle of the circle. S l then asks the question to S 2. S 2 replaces Sl in the middle and asks the question to S 3. After all students have had a turn, they can exchange food pictures and ask again. Students who do not like a food item, can say, "No, I don't."

*-Memory Chain* (see General Activities): Begin the chain by saying, "I like (apples)." The first student then says, "I like apples and (oranges)." The chain continues with each student adding an item and saying all the previous items.

*-Class Food Interview:* (see General Activities) Make a survey sheet with a series (4-6 is probably enough) of food pictures down the left hand side. Make 5 columns on the right hand side and have students write the names of a classmate at the top of each column. Each student will go to the 5 classmates and ask, "Do you like (food)?" based on the picture cues. The interviewer will record the responses (yes or no) for each food item. When students have finished, they can report the results to their classmates.

**Use:**
*-Host Family Food Interview:* (see General Activities) Have students ask members of their host family about food likes and dislikes. Students then report the favorite foods to the class.

**4.3. Identify different foods eaten at different meals.**

**Situation: with host family**

| | |
|---|---|
| **-asking for information** | -What do you eat for breakfast/lunch/dinner? |
| **-reporting** | -I (always, usually, never, etc.) eat(food) for breakfast/lunch/dinner. |

**Presentation:**
*- Pictures: Breakfast,Lunch, Dinner*: (see General Activities) After students have learned the names of common foods, show a picture of a family eating a meal then put up a picture of a sun rising to signify breakfast; a picture of the sun overhead to signify lunch and a picture of a sun setting to signify dinner or show clocks set to approximate times for breakfast, lunch, and dinner. Give students pictures of common food items and ask them to place the foods at the appropriate meal time picture or clock. Then present the question. "What do you eat for (breakfast)?" Students can respond with the names of the food items that have been placed at the appropriate time of day.

*-Teacher Spiel (*see General Activities): Give a short speech about what you eat for breakfast/lunch/dinner.

*-Charts - Frequency Words:* Since students will not eat the same things everyday (or at the same times every day), this is a good opportunity to present ways to express frequency. In English a chart going from 100% (always) to 0% (never) is a clear way to present these concepts.

**Practice:-**
*-Drills: (*see General Activities) Show a picture of a food item and point to the chart for frequency words. Ask a student: "Do you eat (food) for breakfast?" The student responds using a frequency word. For example: "Yes, I (often) eat (eggs) for breakfast." "No, I (never) eat (eggs) for breakfast."

*-Double Circle Drill:* (see General Activities) Use a double circle drill to practice frequency words. Begin by asking: "How often do you (eat eggs for breakfast)?" The pairs of students ask and answer this question and then move over one chair. Then the teacher asks another question.

-*Information Gap: What's for Breakfast?* (see Listening Activities): Each student is given a card with the name or a picture of a typical host country food served for either breakfast, lunch or dinner. Students must move around the room and find others with food for the same meal. Tell students not to look at each other's card, As they move around the room, they should ask, "Do you eat your food for (breakfast)?" until they find all the people with the food for the same meal. Then they can list the foods by meal on the board.

-*Menus:* Have students make a menu using the target language with typical foods an American might eat for breakfast, lunch, dinner and then another list that a host country national would eat for the same meal.

**Use:**
-*Interview: Host Country Foods:* (see General Activities) Ask students to interview three members of their host family about what they eat for different meals. Have students record the answers on a chart and then report to the class. This report can be in chart form or it can be in the form of a Spiel (General Activities).

**4.4 Act appropriately as a guest in host family**

**Situation: with host family**

| | |
|---|---|
| **Respond to invitations to try food.**<br>**-offering**<br>**-accepting an offer**<br>**-refusing an offer** | Would you like (food)?<br>Yes, thank you.<br>or: No, I'm allergic to _____<br>(or whatever is culturally appropriate for refusing food) |
| **Request food items at the table**<br>**-requesting** | Please pass (food). |

| | |
|---|---|
| **Accept/refuse additional food when offered**<br>**-offering**<br>**-accepting an offer**<br>**-refusing an offer politely** | Would you like some an offer more (food)?<br>Yes, thank you. It's delicious.<br>(or) No, thanks. It's delicious but I'm full. |

| | |
|---|---|
| **Offer assistance (before/after meal)**<br>**-offering** | May I help you? |

| | |
|---|---|
| **Compliment host/hostess -complementing** | This is delicious.<br>You are a good cook |

**Presentation:**
-*Recitation / Dialogue:* (see General Activities) The polite phrases can be taught through a memorized dialogue. Appropriate target language phrases should be substituted for the English examples above.

**Practice:**
-*Chain Drill* (see General Activities): Give each student a picture of a food item and have them practice offering it to each other. The person receiving the food should politely accept or refuse the food.

-*Line Gram Dialogue* (see General Activities): Draw lines to represent the different lines in the dialogues. Have students practice filling in the blanks orally. Point out appropriate intonation, stress by tapping on different blanks.

*Classroom Treats:* Have students practice the proper intonation to show pleasure by offering each student a piece of cake/cookie/candy. Students take a piece, taste it and must respond with appropriate enthusiasm, "This is delicious." If they do not want the treat, they should refuse it appropriately.

-*Role Play:* (see General Activities):Set up a role play of eating with the host family. Take the role of the host/hostess . The students will be the guests. Give each student a task card with a role on it, for example: offer to help your hostess; compliment your hostess; ask someone to pass you the bread.

**Use:**
--*Real-Life Eavesdropping* (see Listening Activities): Have students try the above language during their homestay. Also have students listen for ways in which the host family members make requests, refuse/accept food, compliment, offer assistance, etc. Talk about these in class.

-*Wall Chart: Compliments* (see General Activities). Compliments can be given in a variety of ways depending on the situation. In this unit, students concentrate on giving food compliments. However, you can point out to students some other common situations in which host country nationals give compliments. Keep an on-going list on a wall chart:
Compliment Response Who said it Who received it Place Circumstances

## TOPIC V: HOUSING: HOST FAMILY

**UNIT FOCUS: In this unit, students learn essential housing language for new arrivals in a community who are living with a host country family. They learn to give their street address and to describe the location of their house in relation to other buildings so that they can give directions to their house to a host country national driving them home or coming to visit. They also learn how to ask directions of host family members inside a house to find essential rooms and essential items within the rooms. Then they practice asking directions about how to use unfamiliar household appliances or items or where to put items. And finally they learn to ask permission to use facilities/items in the house.**

### 5.1 Locate Housing

**Situation: with host country nationals**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| **-asking**<br>**-identifying** | A: What's your address?<br>B: 35 Main Street. |
| **-asking**<br>**-locating** | A:Where do you live?<br>B: Next to the bank. |

**Presentation:**

*-Number Review:* Students will have learned basic numbers in previous units when telling age, numbers of people in their family and in telling time. Review the basic numbers with games (see General Activities) Buzz is a fun game for number review. (see General Activities). Once students are comfortable using the numbers, write a street address on the board and point out how numbers are read in street addresses. (For example, in English, 1214 Main Street is read twelve fourteen Main Street and not one thousand two hundred and fourteen).

*-Street Maps:* Draw a map of a few streets in the city where you are studying. Write the names on the streets. Draw squares with roofs to symbolize houses. Put numbers (if appropriate in your city) on the houses. Present the following exchange (see General Activities, Dialogues).

A: What's your address?
B: (pointing to one of the houses) 15 Main Street.

Put students' names on houses and have students practice this exchange with the map and imaginary addresses. Then erase the map. Pointing outside ask individual students, "What's your address?" Students should be able to respond with their own addresses with a little help from you with pronunciation of street names.

*-Public Places Map*: (see General Activities). Draw a large map of a city and post it in front of the room or place it on a table or on the floor where all students have access to it. Make paper buildings that can be moved around on the map.: include a food market, bank, clothing store, post office, school, bus station. Put a symbol (picture of food, $, clothes, letter/stamp, books, bus) on each building. Teach the names of the places by doing a TPR drill (see General Activities): For example: Pick up the (market). Give me the (bus station). Put the (school) on the map. Have the students place the paper buildings wherever they want to on the map. Then show the students several paper houses. Pick up a paper house and place it near one of the buildings. Say: "I live near the (bank)." At this point, you can contrast 'near' and 'far' by pointing to objects in the room that are near and far from you. Pick up another building, place it on the map and say: "I live near the (school). " Repeat this phrase several times while placing houses. Then give students paper houses. Have them place them on the map and say: "I live near the (place)."

**Practice:**
*-Chain Drill* (see General Activities): Have students ask each other "Where do you live?" and "What is your address?" while standing (or sitting) in a circle.

*-Address Cards* : As students say their addresses, the teacher writes them on index cards. Place all the cards on a table and ask students to find their own address card and then students read it aloud to the class.

*-Place Names:* Write the names of places (post office, bank, etc.) on large cards and put them around the classroom. Ask students to go to different locations: T: Go to the (bank). Students walk to the appropriate sign. Students then can practice giving directions to each other. Then ask students to stand near the sign that symbolizes the building that is closest to their homestay house. Ask: "Where do you live?" Students respond:"I live near the (place)."

*-Form Filling Out* : Give students a form with NAME (FIRST, LAST), AGE; NATIONALITY; ; ADDRESS; PASSPORT NUMBER (include any other personal information that students have studied that might be seen on government forms). Have students fill out the form.

**NAME** _____
**(LAST) (FIRST)**

**ADDRESS** _____

**NATIONALITY**_____

**AGE**_____ **DATE OF BIRTH** _____

**PASSPORT NUMBER** _____

**Use**:
-*Field Trip:Town Map* (see General Activities): (Note: Only do this activity if it is appropriate within your culture). In this activity students make a map of the downtown section of your city. Divide students in pairs or groups of three. Make an unlabeled street map of the downtown area. . Assign each group a small section of the downtown. (perhaps one square block each). Have the small groups go outside and make a map of their section copying the names of the stores or noting the numbers on houses. Students don't need to include every building, but tell them to include at least 10-15 buildings. When students return from the field trip, post a grid of the downtown area with only streets on it. Have students draw in and label the buildings in their section. Leave the map posted and use it throughout the course as appropriate (for example: to locate the market in the Food unit; to give directions in any unit; to find the bus station in the Transportation unit). After students return from the field trip, discuss their experience (perhaps in English) finding out if they talked to people or what people's reactions were to their mapping the city.

-*Student Maps:* For homework, have students draw a map of their own neighborhood showing their house and any public buildings or landmarks. When they bring the maps to class, ask students if they need additional vocabulary to describe places on their maps (for example: a statue of a famous person, a park). Then have students work in pairs and describe where they live by using the structures: My address is_____. I live near the _____. .

-*Going Home:* Encourage students to try out their new phrases the next time they ride home with a host country national who doesn't know where they live.

**5.2 Locate Facilities/Rooms/Items Within Housing**

**Situation: with host family**

| | |
|---|---|
| **-asking for information** | A. Where is the (bathroom)? (toilet paper)?B. (next to) (the bedroom) |
| **-locating** | A. Where do I put this (pan)? |
| **-giving and following instructions** | B. (on the top shelf next to the cups) |

**Presentation:**
-Rods: *House Floor Plan:* (see General Activities): Use cuisenaire rods to lay out the floor plan of a 'typical' house in the host country. Point out and name the rooms. Using TPR (see General Activities, Drills) have students point to different rooms. For example: "Show me the (living room)."

-*Furniture in the House:* After the students have learned the names of the rooms, place doll furniture (or pictures of furniture) in each room. Using TPR (see General Activities) have students practice with different furniture. For

example:, Pick up the (bed)." Then have students give each other commands to "Put the (stove) in the (kitchen).

-*Locations: Furniture:* This is a good opportunity to teach words to describe where one object is in relation to another. After students have placed furniture in one room, present the spatial relationships by saying: "The stove is between the sink and the refrigerator. The table is in the middle of the room. The cabinets are over the sink. The rug is on the floor." etc. Give an object to each student and have them follow your directions: "Put the (stove) next to the (sink)."

-*Locations: People* To teach spatial relationships, point out where students are sitting in relation to each other. For example: "John is next to Mary." Then ask students, "Where is Mary?"

-*Wall Pictures-Signs* (see General Activities): In the classroom post signs (with pictures) that might be seen in apartment buildings or public buildings: ENTRANCE, EXIT, ELEVATOR, STAIRS, FIRE ESCAPE, etc. Standing near the sign, point to the picture and read the word aloud. Have students ask each other, "Where is the (elevator)?" The second student answers by pointing to the appropriate sign or by pointing and saying, "Over there." or "It's next to (the stairs)."

**Practice:**

-*Where is the* _____*?* Have students take turns asking each other "Where is the (bathroom)?" Other students answer by pointing to the correct room on the floor plan and saying, "It's here." "It's over there." If students have practiced spatial relationships, they can also say, "It's next to the (bedroom)."

-*Games:* (see General Activities) Play Run and Touch, Concentration, Go Fish, Magic Cubes, Tic Tac Toe, Bingo to practice names of rooms, furnishings, and facilities, and words seen on signs in buildings.

-*Where Do I Put the (Plates)?:* Students may help their families at meals or after shopping by putting away items. They can practice appropriate phrases with the previously learned spatial relationship words. For example: A: Where do I put the (meat)? B: Put it in the (refrigerator). Put it next to the (eggs). Have students practice by giving commands to each other first in the classroom and then using the floor plan of the house and pictures of household items.

-*Information Gap* ( see Listening Activities). Give students grids of a house. Student A has some rooms labeled on his map. Student B has different rooms on his map. Each student has a list of rooms they need to find. Students sit back to back and take turns giving directions to locate the missing rooms.

-*Construction Engineer* (see Listening Activities). Divide students into small groups. Give each group a floor plan of a house and small pictures of furniture that they can place in each room. Read a script such as the following and ask students to place the furniture according to your directions:
Put the bed in the bedroom.
Put the dresser near the left wall.
Put a small table next to the bed.
Put a lamp on the table.
After all the items are placed, ask students, "Where is the _____?" Have student groups compare their arrangements. If the groups disagree, have them ask you for clarification. You can also allow students to interrupt you while you give the instructions and ask for clarification when they don't understand.

-*Find the Mistake* (see Listening Activities). Show students a picture of a room in a house. Describe the picture, but make some statements that are not true. Whenever you make a false statement, the students must raise their hand or signal in some way that you've made a false statement.

-*Look Again Pictures* (see General Activities): Show students two pictures of a room in a house. The pictures are almost identical but there are a few differences. Have students find the differences and describe them to each other.

-*My House:* Have students draw a floor plan of their host family's house and place furniture in the rooms. Students in pairs describe their homes to each other and ask each other questions about the location of rooms/items.

**5.3. Ask about use of facilities**

**Situation: with host family**

| | |
|---|---|
| **-asking/following instructions** | How do I turn on the light?<br>lock the door?<br>How does the shower work? |
| **-expressing (in)capability** | I can't turn on the water? |
| **-asking for assistance.** | Can you help me?<br>(substitute here any household items/appliances that would be unfamiliar to Americans) |
| **-asking for clarification** | I'm sorry. Can you show me again?<br>(Turn it which way?) |
| **-asking**<br>**-describing** | Where do you (eat breakfast)?<br>We eat (breakfast) in the (kitchen). |

**Presentation/Practice:**
-*Action Sequence* (see General Activities): Choose a household activity that is usually explained in steps, such as using a shower: In the U.S. the instructions would include:

Open the curtain.
Turn on the cold water.
Turn on the hot water.
Adjust the hot and cold water.
Take off your clothes.
Step inside.
Close the shower curtain.
Take a shower.
Turn off the water.

-*Where do you (bathe)?*: After students have learned the names of rooms and furnishing, they can be presented with typical host country uses of each room. Using dolls and doll house furniture, move the characters from room to room making statements: "We eat in the _____. We sleep in the _____. We entertain in the _____." (Note: Students will already know some of the action verbs from Topic III, Social Language in response to the question: What time do you (eat breakfast)? Teach any new vocabulary for actions with a TPR drill (see General Activities). Including activities that are common in both the host country and in the U.S. as well as those that are different. As students practice following and giving directions, encourage them to ask for clarification using language such as, "Can you show me again?"

**Practice:**
-*Action Guessing Game* (see General Activities): Have Student l perform an action while the other students guess what S l is doing.

-*20 Questions* (see General Activities): Have students guess the name of a room in the house by asking questions about activities in the room. For example: "Do I eat in this room?"

-*Teapot*: : Sl thinks of an action. The other students guess what it is by asking Yes/No questions. In place of the verb, they use an imaginary word (in the U.S. this game is called "Teapot" because the word 'teapot' is used in place of the verb):

example: Do you 'teapot' in the kitchen?
Do you 'teapot' in the morning?

-*Simon Says:* (see General Activities) The teacher or a student can be "Simon" and give directions that are daily activity commands. For example: Simon Says, "Sleep" and all students pretend to sleep).

**Use:**
*-Cultural Exploration:* Have students choose one room of their house in the U.S. and make a list of common actions that are done there. Then choose a similar room in a "typical" home in the host country and list activities done there. Ask students to make comparisons and explain differences (perhaps in English).

**5.4: Ask permission to use facilities**

**Situation: as a guest in a host country national's house**

| | |
|---|---|
| **-asking permission**<br>**-giving permission**<br>**-denying permission** | A: May I use the (bathroom)?<br>B: Of course./ Yes.<br>I'm sorry. You can't.<br>(It's broken.) |

**Presentation:**
- *Classroom Ritual* (see General Activities): Whenever students want to leave the classroom, borrow something, open an window, etc. have them practice the phrase: "May I use the _____/leave the room/open the window?"

*-Host Country Expectations*: Guests in a home in the host country may need to ask permission to use certain things (for example: the telephone). Make a list of the most important ones in the host culture and have students practice the appropriate phrase to ask permission.

## TOPIC VI: MONEY

**UNIT FOCUS: This topic introduces the currency of the host country. Money is practiced again in other topics: Food Shopping; Clothing Shopping; Food: Restaurants; Housing: Finding a Place to Live; Transportation and Communication Systems. This topic also includes Banking competencies to help students learn the language to cash checks and, where appropriate, to open a bank account and use banking services.**

**6.1 Identify currency by name, value.**

**Situation: in shopping situations; cashing a check**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| **-identifying** | (names of bills, coins)<br>(numbers) |

**Presentation:**
*-Numbers:* Review numbers, using activities suggested in Topics 1 and 2. Teach numbers to 1000.

*-Coins and Bills:* First show students the paper currency and see how many bills they can identify. Divide students into groups and give each group a pile of paper money (you can make play money). Call out an amount of money. Each group must show you that amount. Then show students the coins. See how many coins the students can identify. Call out amounts of money and have the groups of students show you the coins to equal that amount. Finally call out combinations of paper money and coins and have groups of students show that amount.

**Practice:**
*-Money Cards:* Make cards with pictures of coins and bills on them. In pairs or groups, one student shows a card. The other students say the amount that is on the card. They can also try to write the amount without speaking.

*-Count the money:* Give each student a pile of coins and bills. Have students count the money and tell you how much they have. Change the amounts and repeat. Or put a big pile of money on a table. Call out an amount. Two students go to the table; the one who finds the amount first wins.

*-Games:* (see General Activities): Play Tic, Tac Toe; Bingo; Run and Touch, Concentration, Spinners, Magic Cubes, etc. with money.

-*Give Me Money:* Seat students in pairs in a row parallel to the board, so that one student in each pair is facing the board and the other has his back to it. Give the students who can't see the board a pile of money. Tell them not to turn around. Write an amount of money on the board without talking. The student in the pair facing the board says, "Give me (amount of money)," reading the amount from the board. The student with the money gives him the proper amount. Practice with different amounts. Then have students switch positions.

*Prices:* Put out pictures of food items (already studied in Topic IV). Put a price on each picture. Ask students to choose an item and read the price aloud. Give each student a different amount of local currency. Ask them to write down the food items they could buy with that amount of money.

**6.2: Compare currency to U.S. money**

**Situation: shopping; cashing a check**

| | |
|---|---|
| **-comparing** | X amount of host country money equals X amount of U.S. money. |

**Presentation/Practice:**
-*Equivalents:* Write an amount of U.S. money on the board. Give each student bills and coins of the host country currency. Have them find the amount of host country money equivalent to the U.S. currency.

**6.3 Locate place to cash check/money order.**

**Situation: with host family; on the street**

| | |
|---|---|
| **-inquiring**<br><br>**-locating**<br><br>**-giving directions-** | A: Where's the bank/money changer?<br>B: It's on Main St./over there/near the market.<br>-Go one block. Turn right/left.<br>It's on the corner.<br><br>A: Where can I cash a check?<br><br>A: When is the bank open?<br>B: It's open from 10:00 to 3:00. |

**Presentation:**
-*City Map:* (see General Activities) In the Housing Unit, students may have made a map of the city. Have students locate the banks on this map and point out their location. Have students ask each other: "Where's the bank?" Other students respond, "It's near the (market)." or "It's over there." or "It's on Main Street."

*-Giving Classroom Directions:* Ask for a volunteer to come to the front of the room. Tell him that you will give directions and you both will follow your directions together. Then while saying the directions, walk with the student around the room: for example: "Go straight. Turn left." Then ask other students to follow your directions.

*-Giving Directions On A Map:* Using the map of the town, use your fingers (or a small doll) to demonstrate walking down a street. Have a student ask, "Where's the bank?" As you move your fingers (the doll), say "Go one block. Turn right/left. The bank is on the corner of Main Street and First Street."

*-Cummings Device-Banking Hours:* (see General Activities) Teach the banking hours dialogue using a Cummings Device:

| | |
|---|---|
| When is the bank open?<br>It's open from ___1___ to ___2____. | 1. 9:00, 10:00, 8:00<br><br>2. 2:00, 3:00, 4:00 |

**Practice:**

*-Directions:* Move the location of the bank around on the large city map. Have students practice giving directions to each other in response to the question 'Where is the bank?'

*-TPR:* (see General Activities) Set up the desks in the classroom to represent streets in a town. Leave spaces between sets of desks to signify blocks. Tell the class that the rows are streets with blocks. Give directions and have students follow your directions. Then have students give each other directions. For example: "Go straight. Turn right. Walk two blocks."

*-Fluency Square-banking hours?:* Use the Fluency Square technique (see General Activities). Make a grid on the board such as the following:

| | OPEN | CLOSED |
|---|---|---|
| Main St. Bank | 9:00 | 3:00 |
| State St. Bank | 10:00 | 4:00 |

Ask the class questions such as:
What bank is open at 9:00?
What bank is closed at 4:00?
What bank is open from 9:00-2:00?
When is the Main Street Bank open?

**Use:**
*On the street*: Have students go outside the classroom and each ask 2 people on the street "Where is the bank?" Have students record the responses and then report back to the class. Different ways to give directions can be recorded on a wall chart (see General Activities).

*Banking Hours:* Have students visit nearby banks and record the hours. Have students note where they find the hours (on the door, inside, by asking).

**6.4 Cash a check/money order.**

**Situation: at a bank; money changer**

(**note:** the language will vary here depending on the procedure for cashing a check in the host country)

| | |
|---|---|
| **-making a request** | A. I'd like to cash a check. |
| **-asking for information** | B. Do you have identification? |
| **-following instructions** | A. Yes, here's my passport. |
| | B: Sign here. |
| | B: Here's your money. |
| **-expressing gratitude** | A: Thank you. |

**Presentation:**
*-Dialogues* (see General Activities): Present check cashing language in the form of a dialogue. Have students practice the language.

*-Action Sequence : Cashing a Check* (see General Activities): Go through the steps in cashing a check. Have students follow your directions.

**Practice:**
*-Role Play: At the Bank.*(see General Activities): Have several students be bank tellers and the rest of the students be customers. Give each customer a check to cash. Give tellers currency. Have students practice the language needed to cash a check.

**Use:**
*Field Trip-A Visit to a Bank:* (see General Activities): Go to a local bank. Students who have checks to cash can practice the dialogue in a real situation.

**6.5. Open a bank account** **6.6 Use a bank account**

**Situation: at a bank**

| | |
|---|---|
| **-inquiring if something is possible**<br>**-following instructions** | (The language here will vary based on the host country's system of banking and the specific procedure for opening and using bank accounts) |

**Presentation:**
*-Dialogues* (see General Activities): Develop dialogues using the language needed to open/use a bank account.

**Practice:**
*-Role Plays:* (see General Activities) The teacher or more advanced students should take the role of the bank manager. The rest of the students should practice language needed to open/use a bank account.

## TOPIC VII: EMPLOYMENT

**In this unit students describe their past work and educational experiences and their present work in the Peace Corps. They learn the names of common jobs and what subject a person may have studied in school in order to enter a profession. They also learn to tell others where they work and to ask about their own duties and schedule. Since many Volunteers will be teachers, example sentences are given for education.**

**Also included in this unit for Volunteers working in classrooms are classroom commands to control a class and ways to ask for assistance in a school setting. Since Volunteers will be meeting lots of host country nationals at their work, this unit includes social language for conversing with co-workers.**

**7.1 Identify past and present (future) employment (self). Ask about others' jobs.**

**Situation: with host family; with colleagues at work**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| **-inquiring**<br><br>**-identifying** | A: What did you do in the U.S.<br>(What was your job in the U.S.?)<br>B: I was a (job).<br><br>A: What is your job in (host country)?<br>(What is your Peace Corps job?)<br>B: I'm an English teacher. |

**Presentation:**

*-Listening:* Spiel (see Listening Activities): Talk about your own job now and a job you had in the past. Have students listen. They can then ask you clarifying questions and you can ask questions to them to check their comprehension.

*Professions:* Show pictures of common professions, both past jobs of the Volunteers and common jobs in the host country. Have each student choose a picture (either of a job they have had or a job that they want to know the name for in the target language). Have students ask you, "What's his job?"

*-Recitation*: (see General Activities) Have students learn a short speech about what they did in the past and what they do in the Peace Corps. For example: "I was a (graduate student) in the U.S. I studied (English). Now I am an English teacher."

**Practice:**

-*Depiction* (see General Activities): Students draw a picture of themselves in their job in the U.S. They also draw a picture of themselves in their new role in (host country). Students share their drawings in pairs and explain them to each other. Or S 1 can ask S 2 about his past/present work.

-*Action Guessing Game: What's My Line:* (see General Activities) Have students mime the job they had last year. Other students guess using only yes/no question.

-*Family Jobs:* Have students bring to class a photo (or draw a picture) of their family and have them talk about the family members' past and present jobs.

-*Chain Drill / Double Circle* (see General Activities): Using the above questions (What was your job in the U.S.? ; What do you do in (host country)? ), have students ask and answer them in a chain or double circle drill.

-*Action Guessing Game* (see General Activities): Put the names (or pictures) of common jobs on index cards. Students form teams, Taking turns, a person from each team takes a card and mimes the occupation to get team members to guess it.

-*Concentration*: (see General Activities): Play concentration with pictures of professions on half of the cards and the names on the other half.

-*Games:* Other games (see General Activities) can be played to practice the names of professions.

-*Information Gap* (see Listening Activities): Have students listen to the following story about four people who have different jobs. Students must work together to figure out the answers to the questions at the end. You can put this story on tape and then students can listen to it as many times as they need to in order to get the answers to the questions.

Who Does What?

Four friends live in (host country). Their names are Bob, Bill, Max and Jack (substitute common host country names). They all have different jobs. One is a policeman. One is a teacher. One is a farmer. One is a doctor.
Bob's son broke his leg. He took him to the doctor. The doctor's sister is Max's wife. The farmer isn't married, but the farmer is getting married next week. Bill buys eggs from the farmer. The policeman sees Max every morning.

Who is the policeman?
Who is the teacher?
Who is the farmer?
Who is the doctor?

**Use:**
-Interview: *Host Family Occupations* (see General Activities): Ask students to find out the occupations of their host family members. Have them report these occupations to the class.They can report orally, by drawing pictures and explaining the pictures or by miming the professions and having the other students guess.

**7.2 Locate place of employment**

**Situation: with host family, friends**

| | |
|---|---|
| **-inquiring**<br>**-locating**<br>**-identifying** | A: Where do you work?<br>B: I teach in (city)<br>I teach at (City High School).<br>A: Where is (City High School)?<br>B: It's on (Main Street)<br>It's at the corner of (Main and First Street). |

(Note: students may not know their work sites during training so they should practice the language with an imaginary site)

**Presentation:**
*-City Map:* Use the city map developed in previous units. Pointing to the map and the place where you are holding class, say: "I'm a teacher. I teach at (name of school). (Name of school) is on (Second Avenue)." Point to a school on the map and ask students: "Where do you work?" Students respond based on the place you point to.

**Practice:**
*-Employment Sites:* If students know where they will be working, have them practice the above in pairs. If they don't know where they'll be working, give student pairs an index card with the name of a work site/location on it. Have students practice the exchange in pairs.

**7.3: Describe educational background**

**Situation: with host family, friends**

| | |
|---|---|
| **-describing** | I studied (subject) at the university. |

**Presentation:**
*-Picture Presentation:* Show pictures of people in different jobs. Show the pictures, ask the name of the job, then present the subject the person may have studied to do his/her job. For example: He's an architect. He studied architecture. She's a doctor. She studied medicine.

**Practice:**
*Pictures*: (see General Activities): Students practice the phrase by matching a picture of person in a profession with the name of the subject he studied.

**Use:**
*-Interview: Homestay:* (see General Activities): Ask members of your homestay family what they studied in school. Also ask host country nationals what a person who wants to be a (profession) needs to study. Have students share their findings in class.

### 7.4 Ask for information about duties, hours, schedule

**Situation: at the work site with administrators**

| | |
|---|---|
| **-asking for information** | What are my duties?<br>What time are my classes?<br>days<br>levels |

**Presentation:**
*-Spiel:* (see General Activities) Give a spiel about your own teaching including in a description of your duties, your hours, and your schedule. For example: "I teach (language). I have two classes every day. My students are beginners. They study in the morning. I teach from 8:00-12:00. I teach Monday - Thursday." Have students listen to the spiel. Then ask them questions about what you said. Then have students ask each other about your duties, hours, schedule.

**Practice:**
*-Time / Days of the Week :* Review time/days of the week (see Topic 2 ,time activities).

*-Information cards:* (If students know their working schedule, you can work with their real schedules. If they don't yet know their schedules, use imaginary ones) Divide students into pairs. Give S 1 in each pair a card with information about a class on it. Have S 2 ask S 1 about his teaching duties, hours, schedule. Then switch cards within the classroom and have S 1 ask S 2.
Sample card:

-3 EFL classes: beginning, intermediate, advanced
-secondary school
-9:00-3:00
-Monday-Thursday

-*Information Gap: Working Schedule-*(see Listening Activities): Give students a schedule with some information filled in, some missing. Read information to the students. Have them fill in the blanks:

Sample Chart:

| SCHOOL | LEVEL | TIME | DAYS |
|---|---|---|---|
| elementary | ---------- | 7:00-12:00 | --------- |
| intermediate | ---------- | --------- | Monday-Friday |
| college | ---------- | --------- | Tuesday-Saturday |

Sample text:
-I work at an elementary school. I teach beginners. I work from 7:00-12:00 on Monday through Saturday
-I teach from Monday to Friday. I teach at a secondary school. I have classes from noon until 4:00. I have intermediate students.
-etc.

**7.5 Give classroom commands.**

**-Situation: in the classroom**

| | |
|---|---|
| **-instructing others to do something** | Sit down.<br>Raise your hand.<br>Don't talk.<br>Hand in your papers.<br>Go to the board.<br>Listen. |

**Presentation:**
-*Daily Classroom Commands:* Students have learned to understand and follow the classroom commands that you give daily. Continue using the commands and add additional ones as appropriate.

**Practice**:
-*TPR Drills:* (see General Activities) Review the classroom commands using TPR. Then have students take the role of teacher and practice giving the commands (they may have already practiced giving the commands during Topic II, Classroom Orientation).

-*Simon Says* (see General Activities): Review classroom commands by having students take turns being Simon and giving commands to others in the class.

-*Role Play:* (see General Activities): Give a few students roles by whispering to them or giving them a task card. For example:

-You need to go to the bathroom.

-You want to tell your best friend something.

-You refuse to do anything that the American teacher tells you to do.

Have students perform these roles while a student is playing the teacher role. Have all students discuss how a teacher should respond to these students.

**7.6. Ask for assistance**

**Situation: at the workplace**

| | |
|---|---|
| **-asking for help** | Can you help me? |
| **-asking for clarification** | I'm sorry. I don't understand.<br>Can you explain again. |

**Presentation/Practice**:

-The language in this section will depend on the culturally appropriate way to ask for assistance in a work setting. Help students by means of a role play situation to know who they should go to for help, and how they should request assistance. Also, if the country's educational system requires specific paper-work, this is a good time to practice asking for help in filling out forms.

**7.7 Converse with Co-Workers**

**Situation: at work**

| | |
|---|---|
| **-greeting people** | -Hi. How are you?<br>-How's your family? |
| **-asking** | -How's the weather?<br>What are you doing this weekend? |
| **-inviting** | -Would you like to come for dinner? |
| **-inquiring about (dis)pleasure** | -Do you like it here? |
| **-inquiring** | -What do you like to do in your free time? |
| **-inquiring about (in)capability** | -Can you play tennis? |

(**Note:** Social language varies from one culture to another. Substitute appropriate small talk for the samples above and teach students to answer these questions appropriately.)

**Presentation:**
-*Conversation with a Native Speaker* (see Listening Activities): Invite a colleague to come into your classroom. Ask students to listen while you chat. Include in your conversation common topics (weather, weekend plans, hobbies, sports). Then make a list of the areas you talked about and some of the phrases you used.

**Practice:**
-*Review:* Have students practice the social language from Topic 3.

-*Weather Report* ( see Listening Activities): Tape a small segment of the weather report from the radio. Preview new vocabulary with the students. Then have them listen to the weather report. Ask questions or give students questions on a worksheet to find the answers for.

-*Class Interview:* (see General Activities): Give each student a grid with places for the names of 5 students. Have each student interview 5 of his classmates and find out their favorite leisure activities. After all students have finished their surveys, compile the results and find out which activity is the most popular among the Volunteers. Then compare these activities with those of host country family members (see Use activity below).

-*Cocktail Party* (see General Activities): Give each student a card that describes his role. For example: Your name is Bob Jones. Your hobby is tennis. You are looking for someone to play tennis with.; Your name is Susan Smith. You hate tennis, but you want to meet Bob Jones. Your favorite sport is swimming.

**Use:**
-*Interview* (see General Activities): Have students ask their host families about their favorite leisure activities.

## TOPIC VIII: HEALTH

**UNIT FOCUS: Being sick in a foreign country and not being able to communicate medical problems can be frustrating. Learning parts of the body and the names of a few medical problems can help a person begin communicating with a doctor. In this unit students learn to communicate a health problem before and during a medical exam. Students follow common instructions used by the doctor during a medical examination. They also locate a hospital or doctor's office, learn how to make and check in for an appointment, how to buy medicine and other items in a pharmacy and how to get medical help in an emergency.**

**8.1 Describe one's physical condition**
**Situation: with host family; with friends**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| **-inquiring** | A: How are you? |
| **-reporting** | B: Fine. |
| **-expressing pleasure** | A: Great! |
| | B:I don't feel well. |
| **-expressing regret** | A: I'm sorry. |
| **-expressing hope** | I hope you feel better. |

**Presentation:**
*-Picture Drills* : Show two pictures of faces: one of someone who looks healthy; another of someone who is sick in bed. Present the language by pointing to each picture: "I feel fine." "I feel sick." Then present the above exchange adding the response, "Great!" or "I'm sorry. I hope you feel better."

**Practice:**
*-Picture Drills* : Give individual students one of the pictures used above and have them respond to your question: "How do you feel?" Have students practice the exchange in pairs. Then take away the pictures and ask individual students, "How do you feel?" Students should respond with the way they really feel. Other students should react appropriately based on the response of the first student.

**8.2 Describe one's emotional state**
**Situation: with host family; with friends**

| | |
|---|---|
| **-inquiring** | A: How are you? |
| **-reporting** | B: I feel sad/lonely/homesick. |
| **-inquiring** | A: Why? |
| **-expressing worry** | B: (I miss my family. / My grandmother is sick.) |
| **-expressing sympathy** | A: I'm sorry. I hope she's better. |
| **-expressing hope** | B: (I feel happy). |
| **-expressing pleasure** | A: I'm glad. /That's great! |

**Presentation:**
-*Pictures*: Show pictures of someone who is sad and someone who is happy and do the same activities as in 8.1 using emotions.

-*Pictures:* Using pictures as cues (a person thinking about home; a sick person; a dead person) have students choose a picture that they would like to learn the language to describe. Give the students the appropriate language and have them practice the exchanges.

-*Conversations with Native Speakers* (see Listening Activities): Invite a native speaker into the class and do a dialogue together; include one that shows sympathy, one that shows excitement, one that shows regret. Use the appropriate language and intonation to convey different emotions. Have students listen to your exchange and try to decide from the tone, how you feel.

**Practice:**
-*Dialogues*: (see General Activities): Give students task cards. For example: you're sad/excited/bored. Have students convey the emotion through body language and words. Have the other students respond appropriately.

**-Use:**
-*Eavesdropping* (see Listening Activities): Have students listen to members of their host family as they express different emotions. Make a list on a wall chart (see General Activities) of ways to express feelings.

**8.3 Locate medical care**

**Situation: at home/school; on the street; in a hospital, medical building**

| | |
|---|---|
| **-making a request**<br>**-asking for information**<br>**-following directions**<br><br><br><br>**-getting information** | -Please take me to a doctor.<br>A:Where's the hospital/doctor's office?<br>B: -on Main Street.<br>-on the first floor.<br>-in room 102.<br>-Go upstairs. Turn right.<br>(read signs such as:<br>EMERGENCY ROOM,HOSPITAL,<br>DOCTOR, RECEPTIONIST,X-RAY,<br>PHARMACY) |

**Presentation:**
*-Town Map*: (see General Activities): Use the large town map developed in previous units. Have students locate the hospital or medical building.

*-Drills: Floors / Rooms:* Review/teach numbers for rooms and floors using drills or games (see General Activities). Draw a large floor plan of a building with floors and rooms labelled. Using a TPR drill, say a floor number or room name and have students point to the appropriate floor/room.

- *Wall Pictures-Signs:* (see General Activities) Post signs that would be seen at a doctor's office or in a hospital around the room. Do a TPR drill (see General Activities), for example "Touch the hospital." "Point to the Emergency Room." "Go to the receptionist." Post pictures next to the words to reinforce the meanings.

**Practice:**
-Wall Pictures-*Where's the _____?* (see General Activities): Post floor numbers, room numbers and names of places in a hospital/doctor's office around the classroom. Have students ask each other directions to places. Students can respond by pointing, by pointing and saying, "Over there." or by giving oral directions from one point in the classroom.

*-Map:* (see General Activities): Using the large wall map of the town, have students describe how to get from a particular place to the hospital or the doctor's office.

*-Tic Tac Toe:* (see General Activities) Write words seen on medical signs on a tic tac toe board. Have students practice recognizing medical signs by reading them aloud before placing their markers.

*-Information Gap, Hospital Grid:* (see General Activities) Draw a grid of a hospital with several floors, different room numbers and different places such as Emergency Room, X-Ray noted on it. Divide students into pairs. Give one

member of each pair a grid with some rooms/places noted on it. Give the same grid to the other half of the students except that different items are labeled. Have students explain to each other how to find the different places that they each are looking for..

**8.4 Make an appointment**
**Situation: at a clinic, on the phone**

| | |
|---|---|
| **-making a request** | -I'd like an appointment with the doctor. |
| **-asking if something is possible** | -Can you come on (day), (date), (time)? |
| **-expressing that something is possible; clarifying information** | -Yes. That's (day) (date) (time). |
| **-expressing impossibility** | -No, Can I come (another day)? |

**Presentation:**
*-Review:* day, date, time with activities from previous units.

*-Dialogues* (see General Activities): Practice the above language in a dialogue.

**Practice:**
*-Dictation-Appointment Cards* (see Listening Activities): Give out a worksheet with 4-5 blank appointment cards on it. Dictate the day, date, time information and have students fill in the cards.

*-Information Gap-Appointments* (see Listening Activities): Make matching sets of appointment cards. Distribute one to each student. Students move around the room and ask each other: "What time is your appointment?" "What day is your appointment?" "What date is your appointment?" When they find their match, they sit down. After all students have found their matches, ask individual students questions (in random order) about their appointments.

*-Role Play: Appointments* (see General Activities): Students take the part of patients and the receptionist and practice the language for making appointments.

**8.5 Register to get medical treatment at a hospital or doctor's office.**
**Situation: At a clinic or doctor's office**

| | |
|---|---|
| **-greet; identify self** | Patient: Hello. My name is _____. |
| **-give information** | I have an appointment with Dr. _____. |
| **f-ollow instructions** | Receptionist: Please fill out this form. |

**Presentation/Practice:**
-*Forms*:: Write on cards words that are often seen on forms (for example, NAME, ADDRESS, AGE, NATIONALITY). Show these cards and have students respond orally with the appropriate information. Then give students a form to fill out that includes these words.

-*Student Dictation* ((see Listening Activities): Give students an appointment card and have them practice giving the information on the card to the class: I have an appointment with Dr. Smith at (time). If other students do not understand, they should ask for clarification. Students should write down the time that they hear. After all students have read their cards, have students check to see if the information they read was recorded by the others correctly.

-*Role Play: At the Doctor's* .(see General Activities): Have students take the part of the patient and practice greeting the receptionist (the teacher or a student) and giving appropriate information.

**8.6 Explain medical problems : symptoms, illnesses, injuries)**

**Situation: at home; at a doctor's office**

| | |
|---|---|
| **-inquiring** | Doctor (or family member): How do you feel? (What's the matter?) |
| **-giving information** | Patient: I have (a headache). My (stomach) hurts. |

**Presentation:**
- *Body Parts:* Post a large body in front of the class. Point to a part of the body and say the name. Do drills to teach the names. Give students cards with the names of body parts on them. Then have students put labels on the different body parts.

-*Body: TPR* (see General Activities): Have students learn to identify body parts by doing TPR drills: for example: Touch your head. Show me your arm.

-*What's my illness?:* Mime different illnesses (for example: hold head) and say, "I have a (headache)." Teach the different illnesses through drills (see General Activities). Then mime the activity and ask: What's the matter? Students respond with the illness.

-*Pictures:* (see Listening Activities) Show a picture of a doctor's office with patients with identifiable illnesses. Talk about the people in the picture. For example: This is Sharon. She has a headache. This is James. He has a broken leg. etc. Then ask questions about the pictures.

**Practice:**
-*Simon Says:* (see General Activities): Play Simon Says with body parts.

-*Concentration Game* (see General Activities): Play concentration with the names of the body parts on one half of the cards and the pictures on the other half.

-*Draw A Crazy Face:* (see Listening Activities: TPR) Give students instructions to draw a face. For example: "Draw a square head. Put 3 eyes on the face. Put a nose on the left side of the face, etc. After students have finished, have them compare their pictures in pairs and describe them to each other.

-*Find the Mistake: This is Not My Body*: (see Listening Activities): Review parts of the body by making false statements which students must correct. The teacher (or a student) stands in the center of a circle of students and points to his hand, saying, "This is my mouth." The students must respond by pointing to their hand and saying, "This is my hand."

-*Sickness Cards:* Put pictures of illnesses on 3x5 cards. Have students take turns drawing a card and respond to the picture cue by saying: "I have a (stomach ache)."

-*Magic Cube*: (see General Activities). Put pictures of different illnesses on different sides of a magic cube. Have students throw the cube and take turns asking and responding to: "What's the matter?"

-*Action Guessing Game.* (see General Activities): Have students mime illnesses and have other students guess the illness.

-*Memory Chain-Going to the Doctor*: (see General Activities) Begin the chain with "I'm going to the doctor because (I have a headache.). The next student must repeat your illness and add one of his own. The chain continues until all students have added an illness.

### 8.7 Follow instructions during an exam

**Situation: at the doctor's office**

| | |
|---|---|
| **-give/follow instructions** | Dr: Open your mouth.<br>Take off your (clothing).<br>Lie down.<br>Breathe in.<br>Show me your (body part) |

**Presentation:**
-*TPR* (see General Activities): Give the commands above and have students follow them.

-*Action Sequence : Medical Exam* (see General Activities): Have students follow your step by step instructions during a medical exam.

**Practice:**
-*Simon Says* (see General Activities): Give common commands that a doctor gives during a medical exam and have students follow them. Instead of "Simon Says", you can play "Doctor Says."

-*Picture Sequence:* (see General Activities) Prepare a series of pictures that show a person following directions during a medical exam. Have students arrange them in an appropriate order (more than one way may be possible) and then narrate the steps. Additional pictures can be added to show a person making an appointment and then checking in with the receptionist.

-*Role Play*: *At the Doctor's*: *Office* (see General Activities): Have students take roles of doctor and patient and practice using the language in 8.5 and 8.6.

**8.8. Follow instructions about treatment**

**Situation: At a doctor's office**

| | |
|---|---|
| **-inquiring**<br>**-follow instructions**<br><br><br>**-ask questions about treatment; clarify instructions** | Patient: What should I do?<br>Dr: (Take this medicine.)<br>(Stay in bed.)<br>(Don't eat spicy foods.)<br>Patient: How much medicine should I take? How often should I take it? How long should I stay in bed? |

**Presentation:**
-*Dialogue* (see General Techniques): Show a picture of a person in bed; a person taking medicine; a person refusing food. Present the dialogue: A: What should I do? B: (Stay in bed, etc.).

-*How Much?* Bring in common units of liquid measure in the U.S. and ones in the host country. Have students compare the two.

*How Much? How Often?* : Bring in bottles of pills; liquid medicine and a cardboard clock with movable hands. Present: "How much medicine should I take?" Then show (2) pills or a measure of liquid medicine and say: "2 pills" or "5 ml."
Present: "How often should I take it?":Then show the clock at 9:00 and 6:00 and say: "twice a day." or "at 9:00 and 6:00."

**Practice:**
-*Spinners:* (see General Activities): Put the times on l spinner card and the dosages on another. Have students spin and say "Take (3 pills) (after meals).

-*Constructalog:*( see General Activities): Put key words, phrases on the board. Have students develop a dialogue about a visit to the doctor including language from previous competencies as well as this one.

-*Role Play:* (see General Activities):Have students practice the dialogue with cue cards that tell how much medicine to take and how often to take it. Students who are playing the doctor, draw a card that gives the information. The patients must ask the questions.

**8.9. Buy medicine and items of personal hygiene**

**Situation: at a pharmacy**

| | |
|---|---|
| **-asking for information** | A: Where's the (aspirin)/(shampoo)?<br>B: Over there/on aisle 3/next to the(soap). |
| **-asking for clarification** | A: Where?/Next to what? |
| **-making a request** | A: I'd like to fill this prescription.<br>B: Just a minute..... |

**Presentation:**
-*What's This?* : Put items commonly found in a pharmacy on a table. Ask students if they know the names of any of the items. Review items that they know. Then ask students if anyone wants to know the name of a particular item. Have students ask, "What's this?" "What's this called in (the target language)?" Include common medicines and any other common items sold in a drugstore such as personal hygiene items such as soap and shampoo.

**-Practice:**
-*Memory Tray:* (see General Activities): Put common pharmacy items on a tray. See how many students can recall.

-*What's Its Use?:* Describe the use of an item. For example: I use this to wash my hair. " Have students listen for context clues (for example: hair, wash) and see if they can guess the item.

*-Role Play:* (see General Activities) Set up the classroom as a pharmacy with aisles and a prescription counter. Put pictures of different items on the aisles. Give students task cards, such as:-You need to buy hand lotion. -You want to fill a prescription. -You have a bad cough. Have one student be a clerk; another be the pharmacist. Then have students practice finding and buying the items.

**Use:**
*-Field Trip-At a Pharmacy:* (see General Activities): Send students to a pharmacy. (If there are too many students, you might use 2-3 different pharmacies). Give each student (or pair of students) a task card: such as -find where the shampoo is located; -find the cost of a bar of soap; -find the hours that the store is open; -buy a bottle of aspirin; -find out what store is next to the pharmacy; -describe how to get to the pharmacy from the doctor's office. Have each student complete the task and return with the answer to the questions to share with the other students. (Note: You may want to alert the pharmacy that your students are coming before they arrive).

*-Field Trip: A Talk with a Pharmacist*: (see General Activities):If you can arrange with a pharmacist, have your students go to a pharmacy and practice getting a prescription filled. They can listen to the pharmacist's instructions about how many pills to take and how often to take them and they can ask clarification questions if they don't understand.

**8.10. Get medical help in an emergency**

**Situation**: **on the street, at home/school; on the phone**

| | |
|---|---|
| **-identify emergency situation** | Help! There's an accident/fire.<br>Someone is sick/hurt. |
| **-ask for assistance** | We need an ambulance/doctor. |
| **-identify self** | My name is _____.<br>My address is _____. |

**Presentation:**
*-Emergency Situation:* Draw pictures of emergency situations that require medical attention (for example: a fire, a car accident, someone falling on the street, a swimming accident). Show the pictures and present the phrase: "Help. There's an (accident, fire). Someone is hurt. We need an ambulance (doctor)." Have students practice the language using a Cummings Device (see General Activities).

*-Reporting Emergencies: Phone.* If phones are commonly used in the host country to report emergencies, have students learn the following dialogue (see General Activities, Dialogues). Tell students the number that is usually called to report an emergency.

A: Help! There's an accident (fire)
We need an ambulance (doctor).
B: What's the address?
A: 15 Main Street.
B: What's your name?
A: Jane Smith.

**Practice:**

-*Emergency Situations:* Place the pictures of the emergency situations in a pile, face-down on a table. Have students take turns running to the table, picking up a picture and reporting the situation using the language above.

-*Emergency Phone Calls*: Simulate several emergency calls on the telephone to practice the above exchanges. To simulate using a telephone, have students sit back to back so they can't see each other. Give one student a card with a name, an address and an emergency on it. The other student takes the part of the phone operator. The operator records the information. After the call, they compare information.

## TOPIC IX: CLOTHING

**UNIT FOCUS: In this unit students discuss clothing needs and inquire where to purchase needed items. Students also learn how to buy clothing items in a store or at a dressmaker or tailor shop, including how to inquire about price, size and style.**

### 9.1. Describe clothing needs

**Situation: with host family; friends; in a store**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| -express needs | I need a (shirt). |

**Presentation:**
-*What's That?:* Walk around the room and point to students' clothing items saying the name of the item as you point. Initially point to only 2-3 items. After repeating the name of each item by pointing to similar items several times, point to an item and wait to see if students remember the name. Continue in this way until about eight clothing items are presented and learned.

-*What do you need?* Ask students to take off one item of clothing and put it in a box. They get their belongings back by responding to the question, "What do you need?" with "I need my (article of clothing).

**Practice:**
-*Concentration* (see General Activities): Play concentration with pictures of clothes on one half of the cards and the words on the other half.

-*Memory Chain* (see General Activities): Begin the activity by saying, "I'm going on a trip and I'm going to take (clothes)" The next person repeats the statement and adds another item. Continue until all students have added an item.

-*Clothes Box Relay:* Bring in a box of clothing. Divide students into teams. Call out the name of an item of clothing and have one student from each team come to the box and try to find the item. The first student to put on that item of clothing, gets a point for his/her team.

**9.2. Locate Clothing**

**Situation: at home; on the street; in the store**

(At home:)

| | |
|---|---|
| **-describing**<br>**-locating**<br>**-following directions** | A: What do you need?<br>B: I need a (shirt).<br>A: Where can I buy (a shirt)?<br>B: At the department store.<br>At the dressmaker's/tailor's. |

(At home; on the street:)

| | |
|---|---|
| **-asking for information**<br>**-following directions**<br>(In the store:)<br>**-getting attention**<br><br>**-inquiring**<br>**-following instructions** | A: Where's the (store)?<br>B: On Main Street. / Turn left./<br><br>A: Excuse me. Where are the (shirts)?<br>B: On aisle 3./In the back of the store./ Over there/On the 2nd floor/next to the shoes). |

**Presentation:**
*-Cummings Device* (see General Activities): Use the above exchanges and slot in different possibilities for location of stores or of items within the store.
For example: A: What do you need?
B: I need a ___1_____. Where can I buy it?
A: At the ____2_____
B: Where is it?
A: It's ___3_____
or (In a store:)
A: Where are the ___1_____?
B: _____4_____.

1. names of clothing items; 2. names/types of stores; 3. location on street; 4. location in store.

**Practice:**
*-Store Grid:* (see Listening Activities): Make a grid of a several story clothing store. Put items on different floors and ask students: Where are the (dresses)?

*-Information Gap:* (see Listening Activities): Make two maps of a store. Put some items on one map; other items on the other map. Each student must locate articles of clothing that their grid is missing. Have students sit back to back and ask each other "Where is/are the (clothing)?" Students fill in the missing items on their own grids.

*-Role Play:* (see General Activities) Set up the classroom like a store with aisles and sections. Assign some students to be clerks; others to be customers. Have the clerks place the clothing items on different aisles. Give the customer a card with a picture or the name of a clothing item that they want to find. Have the customers ask the clerk: "Where is/are (the shirts)?"

**9.3 Select Clothing (size, price, color, fabric, style)**

**Situation: At a store; At a dressmaker's or tailor's shop**

| | |
|---|---|
| **-respond to request for information** | A: What color do you want?<br>B: (color)<br>A: What size do you wear?<br>B: (size: small, medium, large; number)<br>or<br>A: Let me measure you. |
| **-express dis(satisfaction)** | A: Do you like this color/style/fabric?<br>B: Yes (No, I prefer.....[color] [fabric])<br>This doesn't fit./ It's too big.<br>It's too small. |

**Presentation:**
*-Rods: Colors:* (see General Activities) Use cuisenaire rods to teach basic colors or use the clothing of students in the classroom. Teach the primary colors first. Use a TPR drill (see General Activities): Show me a (red) shirt. Then ask students: "What color is your (skirt)?" Finally pick up one of the rods (or point to the color of someone's shirt) and say, "I like red. " Point to a student and ask, "What color do you like?"

*-Picture- Sizes:* (see General Activities): Show pictures of three men: one is small, one medium, and one large. Then tell a story, for example: Bob wears a small shirt, small pants and small shoes. Bill wears a medium shirt, etc. John wear a large shirt, etc. Then ask students questions: "Who wears a medium shirt?" "What size pants does John wear?"

*-Chart:Size* (see Listening Activities): Make a chart showing a comparison of U.S. and host country sizes. Make a statement: In the U.S. I wear size l0. In my country I wear size __#__. Then have students make similar statements about themselves by reading the chart.

*-Measurements:* Using a metric tape measure, have students take turns measuring each other (men: length of pants, shoulders; women: chest, waist, hips, etc.) and writing down the metric measurements.
*-TPR Fabric* (see General Activities): Show different examples of fabrics (cotton, nylon, wool, etc ) and teach the names in the target language. by doing a TPR drill, for example: Touch the cotton. Pick up the wool.

**Practice:**
-*Chain Drill* ((see General Activities): Begin the drill by asking, "What size do you wear?" Students practice this question. Then ask, "What color do you like?" Then, "What fabric do you prefer?

-*Guessing Game* (see General Activities): Describe what a person in the classroom is wearing and have students guess who you are describing. For example: This person is wearing a red shirt, blue pants and white tennis shoes.

-*Information Gap* (see Listening Activities): Make a set of about 10-15 pairs of cards. Each card has a colored picture of an article of clothing on it, including size and fabric. When you make the cards, make several of the same item of clothing but with different colors, sizes, and fabrics. Divide the class into two groups: salespeople and customers. Give the customers one set of the cards. Give the salespeople the other set. Each student should have at least one card. The customers go to the salespeople and ask for the item on their card (without showing the card). The exchange will be:

A: May I help you?
B: Yes. I'd like a shirt.
A: What color?
B: Blue.
A: What size?
B: Medium.
A: What fabric?
B: Cotton.

If at any point in the questions, the salesperson does not have the appropriate item, color or size, the customer moves to another salesperson until he finds his/her match.

-*Interview* (see General Activities): Make a chart such as the following:

Name Favorite Color Size

Have students ask 5 classmates for their favorite color and the size that they wear.

-*Role Play:* (see General Activities) At the Store: Set up your classroom as a store. Have students take roles of salespersons and customers. Place items of clothing in various parts of the room. Place size tags on the clothing. Have students practice asking for different items of clothing and sizes.
At the Dressmaker's/Tailor's: Have students take roles of the dressmaker/tailor and the customers. The dressmaker/tailor will measure the customer and inquire about color and fabric preferences.

**Use:**
- *Field Trip -The Clothing Store:* (see General Activities): Arrange for students to visit a clothing store. Give students in pairs a 3x5 card with an assignment on it. For example: -Does this store have blue cotton shirts in size large? Tell students to go to a clothing store and ask for their assigned item. They should listen to the language of the salesperson and report back to the class the exchange they had.

**9.4. Pay for clothing**

**Situation: At a store**

| | |
|---|---|
| **-inquiring** | How much is (this shirt)?<br>(If bargaining is appropriate, teach the appropriate language). |

**Presentation:**
-*Money Activities*: Review money using activities from the money unit.

**Practice:**
-*Multiple Choice Prices* (see Listening Activities): Give students a worksheet with multiple choice prices on it. If some numbers have similar sounds, include these in the worksheet. In English the worksheet would look like this:
1. $5.50 $15.15 $15.50 $50.15
2. $6.30 $16.30 $6.60 $16.60
etc.
Read a sentence: "The shirt costs fifteen dollars and fifteen cents.
Students circle the price you read.

-*Newspaper Ads:* If the local newspaper carries ads for clothing, have students look at the ads and answer questions such as : How much are summer dresses? How much are tennis shoes?

-*Problem Solving - How much can you buy?:* (see General Activities): Give students a hand-out with pictures of clothing items with price tags. Tell students they each have (X) amount of money. Ask them which items they would buy. Have them add up the items and figure out how much change they would receive, or if they have spent more money than they have.

**9.5 Give compliments.** (use appropriate language for the culture)

**Situation: At home, at work, at a party)**

| | |
|---|---|
| **-complimenting** | What a nice dress!<br>I really like your tie.<br>That shirt looks good on you. |
| **-expressing thanks** | Thanks! |
| **-acknowledging thanks** | You're welcome. |

**Presentation:**
*-Recitation:* (see General Activities)

**Practice:**
*-Role Play* (see General Activities): with friends; with host family; with colleagues at work; at a party with strangers.

**Use:**
*-Wall Charts-Compliments* (see General Activities): Have students add to the list of compliments they have heard in the host country. This list began in Unit 4, Food when listening ways to compliment someone's cooking.

## TOPIC X: SHOPPING FOR FOOD

**UNIT FOCUS: Students learned food vocabulary in Topic IV Food, Host Family. They learned about money in the Money Unit and shopping vocabulary in the Clothing Unit. In this unit, they practice shopping for food. Many of the activities suggested in the Money , Food, and Clothing Units can also be used within a food shopping context.**

### 10.1 Describe Food Needs

**Situation: at home**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| **-Identifying**<br>**-Expressing needs** | I need to buy (food) |

**Presentation/Practice:**
-*Review* food vocabulary with activities from Topic IV: Food: Host Family.

-*Memory Chain-I'm Going to the Store:* (see General Activities). Start the drill with "I'm going to the store and I'm going to buy (food). The second student repeats what you said and adds another food item. Students continue adding to the chain until all students have had a turn.

### 10.2 Locate places to buy food; locate food items

**Situation: With host family family; on the street**
**In a store; at a market**

| | |
|---|---|
| **-inquiring**<br>**-locating**<br>**-inquiring**<br>**-locating** | -Where's the market?<br>- On Main Street/near the hospital/ go 2 blocks.<br>-Where is/are the (food item)?<br>-Over there/on aisle 2/ Turn right, go straight/next to the (food)/ in the (meat) section. |

**Presentation:**
-*Town Map* (see General Activities): Have students find the food stores/markets on the town map and practice giving directions from the school/their house/other places to the food store/market.

-*Cummings Device* (see General Activities). Use the exchanges above to slot in different language for giving directions to find food stores and food within a store or market.

-*Food Sections:* Post the names of sections of a food store: Meat, Produce, Dairy, Beverage, Grains, etc. (use categories common in host country food stores). Give students picture cards of food items. Have them sort the foods by section and place the pictures under the signs. Then give each student a picture card of a different food item but one that will fit in one of the sections. Have them ask each other: "Excuse me, where are the (apples)?"

-*Narrative* (see General Activities). Write a narrative that describes shopping for food in the host country. In the U.S. this narrative would talk about supermarkets, about how people usually do a large shopping once a week, about aisles, about the different sections of the store and about shopping carts. After presenting the narrative, ask questions such as:

-Where do most people buy their food?
-How often do most people go shopping?
-How much food do they usually buy?
-Is the market divided into sections? What are they?
-What do you find in the (meat) section?

**Practice:**
(see activities in Clothing , 9.2 and do similar activities with food language)

**Use:**
-*Field Trip-Market* (see General Activities): Take students to a market and give each student a task card: Find the chicken.; Find the potatoes. , etc. Students must ask directions. to find the items. Students should note the language used to describe the location of the food. Also they should note any differences from the U.S. in how food is displayed. When the students return to the classroom, they can discuss the differences.

**10.3 Select food (price, container, size, quantity)**

**Situation**: at a store, market

| | |
|---|---|
| **-inquiring**<br>**-giving information**<br>(if bargaining is appropriate:)<br>**-requesting** | -How much is it?<br>- (price)<br><br>-That's too much. How about(price)? |
| **-inquiring**<br>**-describing needs** | -How much (food) do you want?<br>-(2 kilos.)(a bag of rice.) |
| **-expressing (dis)satisfaction** | -This is too large. Do you have a smaller size?<br>-Is this fresh? |

**Presentation:**
*-Drills:Measurements:* (see General Activities): Bring in different containers used to sell food items. Teach the names of the containers. Have students practice language such as the following: I'd like a bag of rice/a jar of coffee. etc. by doing a substitution drill.

*-Weights and Measures:* Bring in a small scale and food that is usually sold by weight. Have students practice using grams and kilos to weigh food items. Then have students practice pouring water into containers to get the concept of different liquid units of measure in the metric system.

*-Review* money and prices using activities from the Money Unit.

**Practice:**
*-Chart-Measurement* : Give students a scale and a chart to fill out. Bring in food items and have students weigh the items and register the weights on the charts. Then based on a price/kilo or liter chart, have students figure out the total price of the item.

*-Containers:* Post the names of containers and have students list foods that usually come in those containers under the appropriate container name.

*-Shopping-Role Play* (see General Activities): Divide students into groups of 5-6 students and tell them this group is their 'family' and that they live in the host country. They are to work together to make a shopping list of food items for two days for the family. Each group must list the food they will need and the quantities of each item. Have each group share their lists with the other students.

*-Role Play-Paying for Food:* Assign several students to be cashiers. Assign other students to be shoppers. Give each shopper a 'bill' for food purchases and some play money. Have the shoppers go to the cashiers and pay for their food. The cashiers will give the shoppers change for their purchases. The shoppers should make sure they receive correct change. Then have students switch roles.
*Role Play: Food Store* (see General Activities) Set up the classroom like a food store. Put pictures of food items with prices on them in different locations (in food sections if appropriate). Give students in pairs a shopping list. Have them find the foods on their list, write down the prices (multiply if they are buying more than one unit of a food) and figure out how much they will spend. Then have them go to a cashier and pay for their food.

***Use:***
*-Field Trip to the Market* (see General Activities): Have students go the market with their list of food for a family of 5-6 for two days. Have them locate the food in the market and find out the prices for the foods.

-*Class Dinner:* Have students plan a menu for a class dinner. Have them decide on the food items and the quantities they will need. Then divide up the items on the menu and have pairs of students go to different sections of the food market and purchase the needed foods. Students should note language exchanges and any special experiences or problems they encounter. Have students share their experiences with their classmates. Then, using the food items purchased, help students prepare the dinner for the class. While the class is eating dinner, practice appropriate dinner table language (see Food, Topic 4).

## TOPIC XI: HOUSING: FINDING A PLACE TO LIVE

**UNIT FOCUS: Once the Volunteers reach their Peace Corps sites, they will need to find their own housing. This unit covers the language needed to find, rent and maintain a place to live. It includes interactions between landlords and tenants, a section on buying household items and a review of how to request help in an emergency.**

### ll.1 Locate appropriate housing

**Situation: with a friend**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| **-making a polite request** | A. Can you help me find a place to live? |
| **-inquiring** | B. Where do you want to live? |
| **-locating; describing** | A. -near (the school) (downtown); in a safe area. |

**Presentation:**
*-Dialogue:* (see General Activities) Teach students the appropriate language for making a polite request for assistance.

*-Spiel* (see General Activities): Talk to the students about the type of location a Volunteer might look for (for example: near the school; in a safe neighborhood; etc.) and the reasons why the Volunteer would want to look for a place in that area. Ask questions to verify understanding (note: this may be an area that you will want to explain in English).

*-Rejoinder Drills* (see General Activities): Teach appropriate language for describing the area where a Volunteer might want to live by doing a Rejoinder Drill cued by pictures that represent different living situations (near school, in quiet neighborhood, etc.)

**Practice:**
*-Chain Drill* (see General Activities): Have students practice the above exchange in a chain drill.

**ll.2 Describe housing needs**

**Situation: with a friend who is helping you find a house; with a prospective landlord**

| | |
|---|---|
| **-inquiring**<br>**-giving information**<br><br><br>**-expressing preferences** | A: What kind of house do you need?<br>B: I need (a small, furnished house with one bedroom, a living room, a kitchen and a bathroom.)<br>-I prefer a new house.<br>-I want a house with a yard. |

**Presentation:**
-*Cummings Device* (see General Activities): Have students practice the above information slotting in different descriptions of houses/apartments with different rooms.

-*Review* the names of rooms in the house, (from Topic V: Housing)

**Practice:**
-*Pictures* (see General Activities): Show pictures of typical housing in the host country and have students choose the one they would prefer and tell why. Example: "I prefer house #l because it has a large living room. I like to have parties."

**ll.3 Inquire about a house for rent**

**Situation: with a landlord**

| | |
|---|---|
| **-getting information** | How many rooms are there?<br>Is there any furniture?<br>Is there a stove/refrigerator?<br>Is there a lease/a deposit?<br>How much is the rent? |

**Presentation:**
-*Dialogue Grid:* (see General Activities): Make a grid such as the following and have students put in the language based on the cues:

| | | |
|---|---|---|
| KIND OF HOUSING furnished/unfurnished | | # ROOMS/BEDROOMS |
| UTILITIES? | APPLIANCES? | RENT? (Lease? Deposit?) |

**Practice:**

*-Landlord/Tenant Game:* Write sets of cards with information about places to rent on them.

Sample Cards:

| | | | |
|---|---|---|---|
| Landlord : | -2 bedroom apartment<br>-utilities included<br>-furnished<br>-deposit required<br>-$350/month | Tenant: | 2 bedroom apartment<br>-utilities included<br>-furnished<br>-deposit required<br>-$350/month |

Make enough sets so that half of the students can be landlords and the other half tenants. Distribute the cards. Have the landlords sit in a row on one side of the room. Have the tenants go around to the landlords and ask questions about the places for rent. When the tenant finds a landlord who matches the information on his card, the tenant sits down next to the landlord.

*-Jigsaw Listening* (see Listening Activities): Assign two students to look for a place to rent together. Give them a list of several things they would like to have: for example: two bedrooms, a large living room; near the school. The other students will be landlords who have a place to rent. Divide the landlords into groups. Give each group a description of the house they have to rent. For example: Your house has 1 bedroom, a large living room. It is near the market. Have the renters describe what they want. Then have the house owners discuss which group has the house that most closely meets the needs of the renters.

*-Newspaper Ads:* Cut out housing ads from the newspaper. Have students practice reading the ads for information about size, rent, what's included, etc. Help students understand abbreviations that are used. Then give one student an ad and have other students ask the student with the ad for information about the apartment.

**ll.4 Rent a house**

**Situation:** with a landlord

| | |
|---|---|
| **-inquiring** | -Would you like to rent this house? |
| **-refusing politely** | -No, it's too big; too far from the school (etc.: other polite ways to refuse) |
| **-accepting** | -Yes, I'd like to rent the house. |
| **-getting information** | When do I pay the rent? |
| **-making requests** | May I see the lease? May I show the lease to (my friend)?May I have a receipt?(any other appropriate questions) |
| **-asking for clarification** | Can you explain _____? |

**Presentation:**
**Note:** Rental situations vary greatly from country to country and within countries. Find out the most important questions that Volunteers will need to ask before renting a place and teach these. Volunteers probably will not be able to understand the language in a lease. Therefore they should learn how to ask to take the lease with them to have a native speaker friend/PC employee read and interpret it. Practice the language using dialogues.

**ll.5: Locate household items in a store**

**Situation**: at a store

| | |
|---|---|
| **-asking; locating** | -Where is the (household item)? |

**Presentation:**
-*Household Items*: Bring in a number of common household items (or pictures of the items) that Volunteers will probably need to buy in the first few weeks in a new home. Have students ask, "What's that?" "What's that called in (language)?" For items that may be new to Americans, have students ask, "How do you use that?"

**Practice:**
-*Role Play:Store:* Set up a store. Give each student a card with the name of an item to buy. Have students ask for the location of the item.

**ll.6. Select and pay for household items**

**Situation: at a store**

| | |
|---|---|
| **-asking**<br>**-requesting assistance** | How do you use this?<br>Which one is better?<br>How much it it? |

**Practice:**
*-Role Play-Store* (see General Activities):Set up a store and give students a card with an item they want to buy. Have students first locate the item (ll.5) and then inquire about the items (how do you use this?/ which one is better?). Then have students decide which to purchase and ask the price.

**Use:**
*-Interview-Host Family* (see General Activities): Have each student ask a host family member how to use an item in the house that they are not familiar with. Have students then explain to the class how to use the item.

**ll.7 Secure Household Repairs**

**Situation: at home; over the telephone with the landlord**

| | |
|---|---|
| **-requesting others to do something** | My _____ doesn't work.<br>Can you fix it? |

**Presentation:**
*-Cummings Device* (see General Activities): Show pictures of different household problems (a leaky roof, a broken toilet). Have students practice the above language substituting different problems in the slot.

**Practice:**
*-Role Play:-Household Problems:* Write a household problem on a 3x5 card. Divide students into pairs and have them draw a card and then role play the conversation between landlord and tenant.

**ll.8 Report emergencies, for example: fire, burglary**

**Situation: at home; at the police station**

**Note:** The language used here is similar to that presented and practiced in the Health unit, emergencies. The main addition here would be the contact with the police if reporting a burglary. Appropriate language for police interaction should be included here.

## TOPIC XII: TRANSPORTATION

**UNIT FOCUS: Volunteers will need to take public transportation within a city and between cities. This unit helps students get information about routes, costs, and arrival and departure times. It also includes language needed to get help in an emergency, to show documents and to get a hotel room when traveling.**

### 12.1 Locate means of transportation

**Situation: in the street with a stranger**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| **-asking directions**<br>**-locating** | -Where's the (bus) station/bus stop?<br>- How do I get to the (bus) station?<br>- Go left. Turn right. etc. |

**Presentation/Practice**
*-Map* (see General Activities): Review directions using the city map. Place bus stop signs on the map and have students take turns giving directions from places in the town to the closest bus stop. Then put the bus and train stations on the map and have students practice giving directions.

**Use:**
*-Interview:On the Street:* (see General Activities): Have students go out into the street and ask 3 strangers, "How do you get to the bus/train station/bus stop?" Students record the answers and share the different phrases they heard when they come back to the classroom.

### 12.2 Locate a place

**Situation: at the bus stop**

| | |
|---|---|
| **-asking directions**<br>**-identifying** | A: Which bus goes to (place)?<br>B: Bus (15). |
| **-asking directions**<br>**-following directions** | A: Does this bus go to (place)?<br>B: Yes. / No, take bus (#). |
| **-inquiring if something is necessary** | A: Do I need to transfer?<br>B: No./ Yes, at (Main Street). |

**Presentation:**
*-Bus Routes:* Draw a simple map showing three roads. Draw different public places along the road. Draw a bus at the beginning of each road. Label the

buses: 'Bus #1", 'Bus #2', 'Bus #3'. Have students ask each other, "Which bus goes to (place)?" and "Does this bus go to (place)?"

-*Transfer:* Make the map more complex by showing bus routes that connect two streets. Practice the above language by telling students they are on bus route #1 and they want to go to a location served by bus route #3.

-*Wall Charts-Signs:* (see General Activities): Show signs that are commonly seen when traveling by local bus. For example, BUS STOP, and destination signs in the front of the bus. Post these signs around the room. Have students ask, "Where is the bus stop?" and "Where is the bus to (place)/ bus number ____?" or "Which bus goes to (place)?" Students respond by pointing or giving oral directions.

**Practice:**

-*Picture Dialogue* (see General Activities): Show a picture of a man on the street at a bus stop and a bus with driver stopping at the bus stop. Have students develop the conversation that might take place between the two people.

-*Map-Famous Places:* (see General Activities): Put points of tourist interest in the city on the map. Have students find these places and practice describing how to get to each from the school.

-*Role Play:* (see General Activities) Give half of the students a task card that tells where they want to go. Half of the students are the passengers; the other half are the bus drivers. Set up the classroom like a town with labels on desks to note different locations in the town. (or use the town map). Give the other group of students a bus number and a list of where they go in the town. Put bus stop signs in different places in the room. Have the passengers wait at a bus stop. Have the bus drivers drive around the town, stop at the bus stops and have the passengers ask if the bus goes to their destination.

-*Real Schedules/Route Maps:* Bring a real bus schedule or a route map into the classroom and ask students to practice reading the information on it.

**12.3 Buy Transportation Services**

**Situation: (1) on the bus (local); (2) in the bus/train station (long distance)**

**(1)**

| | |
|---|---|
| **-inquiring**<br>**-requesting assistance** | -How much it it?<br>-I'm going to (place). Please tell me when to get off. |

(2)

| | |
|---|---|
| **-inquiring** | Passenger: How much is a ticket of (city)?<br>Ticket Agent: l-way or round-trip? |
| **-giving information** | Passenger: round trip<br>Ticket Agent: (money). |
| **-inquiring** | Passenger: What time does the bus leave?<br>What time does the bus arrive in__?<br>How lng does it take?<br>How far it it? |

**Presentation:**
*-Bus Schedule* (see General Activities): Make a chart with numbers of buses, departure times, destinations, arrival times and fares. Use this as a basis for a question and answer exercise:

| BUS NO. | DEPARTURE TIME | ARRIVAL TIME | DESTINATION | FARE |
|---|---|---|---|---|
| 5 | 8:00 a.m. | 8:20 a.m. | Main St. | 50c |
| 7B | 10:00 a.m. | 10:45 a.m. | First St. | .75c |

etc.

**Practice:**
*-Information Gap -Bus Schedule : (*see General Activities): Use the above schedule but prepare two sets of the same schedule, each one missing different items of information. students work in pairs to fill in the missing information by asking each other questions.

*-One Way/Round Trip:* Divide students into 3 groups. Each group goes to one corner of the room. The corners are labelled with the names of 3 cities in the host country. Assign 3 students to be ticket agents in each city. Each student goes to the ticket agent in his city and buys a ticket for one of the other two cities, either one-way or round-trip. With their tickets, the students 'travel' from one corner to another. Students use the above language for ticket purchase. The teacher can then ask questions such as, "Where did you go?" "Did you buy a one-way or round-trip ticket?" What did you do when you got there?"

*-Inter-City Train Schedule:* Make a train schedule similar to the one for local buses above. Have students ask each other questions about the information on the schedule. (train number, destination, departure time, arrival time, cost of a ticket (one way or round trip). Students can also ask how long the journey will take. Students practice reading the schedule and giving the requested information.

-*Journey Cards*: Make a series of journey cards, each illustrating a different journey. Include the following information:

-a place to go (name of city or country)
-a type of transportation
-a distance
-an amount of time (hours or days)
-a price

Divide into pairs and have students take turns asking each other: Where are you going? How are you going? How far is it? How long will it take? How much will it cost?

This can also be done in the form of a grid such as the following:

| PLACE | TRANSPORTATION | DISTANCE | TIME | PRICE |
|---|---|---|---|---|

-*Role Play, Ticket Booth*: (see General Activities): Divide students into several group. One person is the ticket seller who has a list of fares to different places and a pile of change. The other students in the group are passengers. Each passenger is given some money and his destination. The passengers then stand in line and ask for a ticket. The ticket seller sells the passengers a ticket in response to where they want to go. Occasionally the ticket seller should give the passenger incorrect change. Or he should tell the passenger that he can't understand him and ask him to repeat his request.

**Use:**
*Field Trip-Local Transportation System* (see General Activities): (for large cities) Get a map of the local transportation system. Plan a separate itinerary for pairs or small groups of students. Write out directions for each itinerary on separate pieces of paper. Give each pair/group of students an itinerary. Have students follow this itinerary and make notes about what happens while they are traveling. When the students return to class, find out where each person went, any questions they had to ask, the responses they got, and any incidents or conversations that happened along the route.

### 12.4 Show appropriate document

**Situation: at the border**

| | |
|---|---|
| **-following instructions** | Officer: Please show me your passport/visa?<br>PCV: Here it is.<br>Officer: Please fill out this form. |

**Presentation/Practice:**
-*Forms*:: Have students practice filling out simple forms with information needed at customs. Include personal information as well as passport number.
-*Role Play: At Customs* (see General Activities): Have students practice responding to requests for information at customs.

### 12.4 Handle emergencies

**Situation: on the street; at the bus/train station**

| | |
|---|---|
| **-ask for assistance** | Excuse me. I'm lost.<br>Can you help me? Where is .....?<br>I missed my bus/train. When is the next bus/train to ____?<br>Help! Someone stole my (wallet). |

**Presentation:**
-*Dialogue* (see General Activities): Have students practice the above exchanges.

**Practice/Use:**
-*Role Plays:* (see General Activities) Divide students into small groups and have them role play some of the following possible problem situations:

-You missed your bus. You need to know when the next bus leaves.
-You missed the last bus of the day. You need to find a hotel.
-You missed your bus. You need to call your host family and tell them you will be late.
-You lost your wallet and you don't have any money.
-Someone stole your wallet.

### 12.5 Check Into a Hotel

**Situation: on the street; in a hotel lobby**

| | |
|---|---|
| **-locating** | Is there a clean, cheap hotel near here? |
| **-inquiring** | Do you have a (single/double) room for (1) night?<br>How much is it? |
| **-expressing (dis)approval** | (Do you have a cheaper one?) |
| **-requesting** | May I see it? |

**Presentation:**
-*Dialogue* (see General Activities): Have students practice the above language with the teacher taking the part of the hotel manager.

**Practice:**
-*Dialogue Grid* (see General Activities): Have students develop lines to the dialogue by using picture cues.

-*Look Again Pictures* (see General Activities): Show two pictures of a hotel room. The rooms are almost the same, but each has slightly different furniture arrangements. Have students work in pairs to describe the differences in the two rooms.

**12.6 Make requests at a hotel**

**Situation: in a hotel room; at the reception desk**

| | |
|---|---|
| **-making requests**<br>**-complaining** | -We need more (towels) please.<br>-There's no (soap) in our room.<br>-The (toilet) doesn't work. |

**Presentation:**
-*Pictures:* Draw pictures of problems that might happen in hotel rooms. Show the problems and have students make a statement such as: "The toilet doesn't work."

**Practice/Use:**
-*Role Play:* Give students cards that describe problem situations in a hotel. Have them develop role plays in pairs.
Samples: -There's no electricity.
-A robber stole money from your room.
-You want to put your money in a safe deposit box.
-You want to cash a traveler's check.
-The hotel is very noisy late at night.

## TOPIC XIII: FOOD: RESTAURANT/HOST

**UNIT FOCUS: The students have learned common food vocabulary in the Food: Host Family unit and how to shop for food in a store or market in the Shopping for Food unit. In this unit, they learn how to read a menu and order in a restaurant. They also learn appropriate language for inviting someone to their home for a meal. And finally, they learn how to request a recipe or give a recipe to someone.**

**13.1 Order food in a restaurant**

**Situation: at a restaurant**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| **-making a request** | -May we have the menu?<br>-We'd like (food). |
| **-complaining** | -Excuse me. (The soup is cold). (or another complaint) |
| **-making a request** | -May we have the check, please? |
| **-complimenting** | -Everything was delicious. |

**Presentation:**
*-Menu:* Make a simple menu with foods for different meals and the prices. Have students practice reading the menu and choosing food for one meal. Then have them write down their "order" and the prices and then figure out the total.

*-Dialogue* (see General Activities): Demonstrate the dialogue between a waiter/waitress and a customer using puppets or a picture of a restaurant scene. Then have students practice in pairs.

**Practice:**
*-Look Again Pictures* (see General Activities): Show two pictures of a restaurant scene. Each picture will have a few differences from the other picture. Have students talk about the picture, pointing out the differences in the two scenes.

*-Role Play-Restaurant :* Divide students into pairs. One person in each pair is the waiter; the other is the customer. Give each pair a task card. For example: The customer thinks there is a bug in his soup. The waiter spills a glass of water on the customer. Have students prepare a short skit based on each task card.

*-Role Play* (see General Activities): Set up the classroom like a restaurant. Divide students into groups. Tell students that some of them will be customers; other waiters or restaurant employees. Have each group plan a different scenario for a restaurant (for example: at one table the customers

complain all the time; at another table they keep changing their order; at another table they are very complimentary of everything).

**Use:**
*-Field Trip -At a Restaurant:* (see General Activities): Take the class to eat at a restaurant so that they can hear and practice the appropriate language.

**13.2 Act appropriately as a host/hostess**

**Situation: at work; on the telephone**

| | |
|---|---|
| **-inviting** | A: Would you like to come for dinner tomorrow? |
| **-accepting; inquiring** | B: Yes, thanks. What time? |
| **-refusing politely** | (I'm sorry. I can't. I have to(work).) |
| **-giving information** | A: About 7:30. |

**Situation: at home**

| | |
|---|---|
| **-greeting** | - Hello. Come in. Please sit down. |
| **-inquiring about preference** | - What would you like to drink? |
| **-inquiring about (dis)satisfaction** | - Is that o.k.? |
| **-accepting compliments** | -I'm glad you like (the food)/(my house). |

**Presentation:**
*-Constructalog* (see General Activities) Put a few key words for an invitation on the board. Have students work in pairs to develop a dialogue to invite someone to dinner. They can also develop a dialogue once the guest arrives.

*-Wall Chart-Complimenting:-* (see General Activities)) Have students brainstorm possible expressions for giving and receiving compliments. Compare and discuss these for appropriateness.Add these to the wall chart list of compliments. (see Food: Host Family and Clothing).

**Practice:**
*-Cocktail Party* (see General Activities): Prepare identities on index cards. Give students the cards and ask them to assume these identities. Tell them they are at a party and to get to know each other.

*-Role Play* (see General Activities): Divide students into small groups. Assign each member of the group a role. For example: You are having a party; you don't want to go to X's party; you hope you get an invitation to X's party; you are invited to two parties on the same date; you don't know where X lives. Have each group develop a role play using the assigned roles.

**13.3 Describe how to prepare foods**

| | |
|---|---|
| **-instructing others to do something** | - (series of steps for preparing a food item) |

**Presentation/Practice:**
*-Action Sequence: Preparing food* (see General Activities): Using a simple recipe, have students follow your instructions for making a typical host country food.

*-Recipe:* Give students a recipe and have them demonstrate their comprehension by drawing pictures to show how to make the food.

*-Following a Recipe:* Using the above recipe, have students actually make the food. And then explain to each other how it was made.

*-U.S. Recipes:* Have students write a recipe for a favorite American food in the target language. Have students explain to each other how to make the food.

## TOPIC XIV: COMMUNICATIONS: Post Office and Telephone

**UNIT FOCUS: In this unit students learn the language needed to use the post office and the telephone. Using the telephone is one of the most difficult skills in a foreign language since communications are not done face to face. Some of the listening activities in the Listening Activities Section may be helpful in preparing students to communicate when they can't see the person.**

### 14.1 Locate post office/place to make phone calls

**Situation: on the street**

| FUNCTIONS: | ENGLISH LANGUAGE SAMPLES: |
|---|---|
| -locating<br><br>-inquiring | -Excuse me. Where is the post office?<br>-Where can I mail a letter?<br>-Where can I make a phone call?<br>-Is there a phone booth near here? |

**Presentation/Practice:**
-*Review Activities:* Use previous activities for locating different places in a town.

### 14.2 Address envelopes and packages
**Situation: at home**

| | |
|---|---|
| **-following instructions** | (appropriate written format for envelopes/packages) |

**Presentation:**
-*Addresses:* Show students a large envelope that is addressed to someone in the United States. Pass out sight word cards with NAME, STREET ADDRESS, CITY, STATE, COUNTRY, ZIP CODE, RETURN ADDRESS written on them. Have students match these words with the parts of the envelope. Then show a large envelope addressed to someone in the host country. Have students match the sight word cards to the parts of the host country address. Ask students to point out any differences in how the address is written in the U.S. and in the host country.

-*Abbreviations:* Make pairs of cards with address words and their abbreviations on them. For example (in English): street/st., boulevard/blvd. Place these pairs of cards on a table in scrambled order. Ask students to try to match them.

**Practice:**
-*Action Sequence* (see General Activities): Give instructions for addressing an envelope. Have students follow your instructions. For example: 1. Write your

friend's first name in the middle of the envelope. 2. Write your friend's last name next to the first name. 3. Write your friend's address under the name. 4. Write the city under the address. 5. Put a comma after the city. etc.

-*Concentration* (see General Activities): Play concentration with the pairs of abbreviation cards made above. For example; street/st.

-*Matching:* Give half of the class address cards with typical host country addresses written on them. Give the other half of the class narrative cards with the same information except that it is written in narrative form. Students with the narrative cards read their cards. The students with the address cards must listen and try to find their match. Then have students switch cards and have the students with the address cards read them and the students with the narrative cards listen for their match.
For example:

Address Card:
Mr. John Jones
15 Main St.
Brattleboro, Vermont 05301
U.S.A.

Narrative Card:
Mr. John Jones lives in the United States. He lives in Brattleboro, Vermont. His address is 15 Main Street. The zip code for Brattleboro is 05301.

-*Envelope Board:* Make a large 'envelope' on a piece of poster board. On separate cardboard strips, write names, titles, numbers, street names, city names, country names, country codes. Mix the strips together and have students sort them into piles according to category. Then have the students select strips from each pile to compose appropriate host country addresses on the envelope board. You can then ask students to tell to whom the letter was sent, where the letter is going, who has sent it and where the sender lives..

**14.3 Buy items in the post office.**

**Situation: at the post office**

| | |
|---|---|
| **-expressing intention** | -I'd like to buy (# airmail stamps)<br>-I'd like to mail this package to (place)<br>-I'd like to register this letter. |
| **-getting information** | -How much does it cost to send a letter to the United States? |

**Presentation:**
-*Dialogue* (see General Activities) Present typical transactions at a post office using dialogues.

**Practice:**
-*Dialogue, Task Cards* (see General Activities): Give students task cards which tell what service they need (for example: 5 airmail stamps; send a package to the U.S.; register a letter). Have students practice an exchange at the post office based on their task card.

-*Dictation*: (see Listening Activities) Make a worksheet with 7-10 multiple choice answers. Read a transaction at the post office. For example: 1. 'I'd like to buy 4 airmail stamps.' Students refer to the worksheet, item 1 and circle the picture or phrase that describes what you have read.

-*Game Board* (see General Activities): Make a simple game board. Each square in the game board shows a different number/value of stamps that a person can buy. Students take turns and throw the dice. When they land on a square they must make a statement based on where they land, "I'd like to buy (3 airmail stamps)." One student can be the postmaster and give the stamps to the student. The winner is the student with the largest value of stamps. To review money, give each of the customers money. When they want to buy stamps, they must pay the correct amount to the postmaster.

-*Run and Touch*: (see General Activities) Divide the class into two teams. Each team stands in a line at the end of the room opposite the board. Write names of stamps and prices on the board. For example:

-first class stamp: 25c
-airmail stamp: 45c
-aerogramme: 37c

Call out a combination such as the ones below. The first student in each group runs to the board. The first student to figure out the cost gets a point for his team. Sample combinations:

-I'd like 2 aerogrammes and three 25c stamps.
-I want five airmail stamps and one 25c stamp.
-I'd like 3 airmail stamps, 1 aerogramme and 5 25c stamps.
etc.

**Use:**
-*Field Trip to the post office:* (see General Activities): Give each student a task at the post office. Have them go to the post office and make the purchases. While they are at the post office, also have them find out the hours of the post office.

**14.4 Locate mail slots**

**Situation: at the post office; at a street mail box**

| | |
|---|---|
| **-locating** | (read mail slots) |

**Presentation:**
*-Picture Description*: Show/Draw a simple picture of 2 men in a post office The men are mailing letters: one in an airmail slot and one in an out of town slot. Have students develop the language such as the following:
Bob and Jim live in (host country). Bob wants to mail a letter to his family in the U.S. He buys an airmail stamp for (money). He drops the letter in the "airmail" slot. Jim wants to send a letter to his friend Bob who lives in (the same country but a different city). He buys a (money) stamp. He drops the letter in the 'out of town' slot.

**Practice:**
*-Wall Pictures-Post Office Signs:* (see General Activities): Put signs: AIRMAIL, LOCAL, OUT OF TOWN on 3 boxes. Give students an already addressed envelope. Have each student put the envelope in the appropriate box. Before they mail their letters, have them tell you where the letter is going.

*-Role Play: Post Office:* Set up the class like a post office with appropriate signs and labeled mail slots. Several students are clerks; the others are customers. Give each customer an envelope and have them address it to anyone they want to. The clerks stand behind a counter. They have stamps and change. The customers have money and the letters they want to mail. Have the students request the type of service they need, buy their stamps, put the stamps on the envelope and mail their letter in the appropriate slot. The teacher can then check to make sure every letter mailed is in the appropriate slot and has the correct postage. Any mistakes are returned to the sender for correction.

**Use:**
*-Letter Writing:* Throughout the course, students have had various contacts with native speakers. Have students choose one of these contacts and describe it in writing to a friend in the class. Have them address an envelope to this friend at his mailing address, take the letter to the post office, buy the appropriate postage, locate the appropriate mail slot and send the letter. Within the next few days, find out if/when the letter arrived at the friend's house.

**14.5 Use the telephone: local calls**

**Situation: at home**

**1) Answer the phone; take messages**

| | |
|---|---|
| **-greet**<br>**-inquiring**<br>**-offering assistance**<br>**-giving information**<br><br><br>**-clarifying** | A: Hello.<br>B: Hello. Is (name) there?<br>A: Yes. Just a moment.<br>(No, May I take a message?)<br>B: This is (name). Ask her to call me at (number)?<br>A: 257-4620/257-what?/4622 or 4620? |

**2) deal with wrong numbers**

| | |
|---|---|
| **-correcting** | A: I'm sorry you have the wrong number. |

**Presentation:**
*-Telephone Numbers:* Dictate telephone numbers; students write the numbers. To simulate taking a number over the telephone, do not let students see your lips as you read the number.

*-Dialogue:* (see General Activities) Bring in toy telephones and have students listen to you present the above exchanges.

**Practice:**
*-Dialogue Practice:* (see General Activities): Give pairs of students task cards. (for example: Student A: you want to talk to Bill; Student B: Bill is not at home) Have students sit back to back or where they can't see each other and practice telephone calls using toy phones.

*-Paired Messages:* Divide students into two groups. Each student in group one gets a card with cues on it for leaving a message: For example:

-John
-meet tomorrow - restaurant
-5:00 p.m.
-345-6784

Each student in group two gets a card for taking a message: Example:

-Name
-Message
-Telephone number

Students sit back to back and work in pairs. One student calls and leaves a message and the other writes down the message. The student taking the message should ask clarifying questions if he doesn't understand. After the

messages are taken, the cards are checked for accuracy. Then have students switch cards with students in other pairs and have Student 1 write the message and Student 2 leave the message.

-*Phone Books:* Divide students into small groups. Give each group a telephone book for the local area. Write the names of several residents or businesses on the board. Have students find their telephone numbers.

**Use:**
*Making a phone call:* Give students phone assignments for homework. For example: Call the Main Street Bank and find out what time they are open.; Call Bob Smith (a host country national that the students know) at (number) and tell him about your assignment.; Call (number with a recorded message) and report to the class what you hear. ; Call the operator and ask how much it costs to make a call to the U.S. at 7:00 at night.

**14.5 Use the telephone: long distance calls**

**Situation: at home; at a pay phone**

**Note:** Language for long distance calls varies depending on whether the country has direct dial or only operator assisted calls. If the person does not have a phone in his home, he must go to a pay phone or sometimes a central office to make a call. The following language applies to operator assisted calls:

| | |
|---|---|
| **-requesting** | A: I'd like to call long distance to (place).<br>B: What number are you calling? |
| **-giving information** | A: (gives number)<br>B: What is your number?<br>A: (gives number)<br>B: Is this a collect call?<br>Is this person to person?<br>What is your name? |
| **-clarifying** | How do you spell that? |

**Presentation/Practice:**
-*Dialogue Grid* (see General Activities): Put up a dialogue grid that gives cues for making a long distance call. For example: long distance; number?; collect call?; name? etc. Have students develop a dialogue.

## SAMPLE FORMAT FOR THE LANGUAGE CURRICULUM

**This sample curriculum outline (taken from Topic II: Classroom Orientation) uses English as the target language and the United States as the target culture to show a possible format for organizing any Peace Corps language curriculum.**

### TOPIC II: CLASSROOM ORIENTATION

**UNIT FOCUS: In this unit, students learn appropriate behavior for the host country classroom, including following classroom commands, requesting permission to do something, asking for clarification and finding out the target language for unknowns. Since telling the time and date are common functions of a classroom, these are also included in this topic.**

**Competency 2.1: Follow Simple Instructions**

**Functions: Instructing others to do something; following instructions**

**Situation: in the classroom**

**ENGLISH EXAMPLES:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| Listen. Repeat. Come here. Go to (location.) Open/close your book. Take a break. Copy (this). Stand up. Sit down. Please be quiet. | imperatives | There are certain standard classroom commands that most teachers in the U.S. use. Students learn quickly to understand these commands because they are used daily. Placing 'please' in front of a command adds politeness. |

**TARGET LANGUAGE:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**TOPIC 2: CLASSROOM ORIENTATION**

**Competency 2.2: Make polite requests**

**Functions: making and acknowledging requests; expressing and acknowledging gratitude.**

**Situation: in the classroom; in the community**

**ENGLISH EXAMPLES:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| A: Please open the window. | Imperatives | Polite requests are preceded by please. |
| B: O.K. | Formulaic Expressions | O.K. or All right are used to acknowledge a request. |
| A: Thank you | | Americans expect to be thanked for performing an action. However, the effusiveness of the thanks depends on the importance of the action. |
| B: You're welcome. | | |

**TARGET LANGUAGE:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**TOPIC 2: CLASSROOM ORIENTATION**

**Competency: 2.3: Observe Classroom Etiquette**

**Functions: apologizing; granting forgiveness; getting attention; asking and granting/refusing permission**

**Situation: in the classroom**

**ENGLISH EXAMPLES:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| A: I'm sorry. I'm late.<br>B: That's o.k. | Verb To Be: Simple Present | Being on time is important to Americans |
| A: Excuse me, teacher. May I (smoke)?<br>B: I'm sorry. You can't. (Yes, you may) | Modals of permission | Certain behaviors are not allowed in a U.S. classroom. |
| | | |
| | | |

**TARGET LANGUAGE:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**TOPIC 2: CLASSROOM ORIENTATION**

**Competency 2.4: Express lack of understanding/ask for clarification**

**Functions: expressing confusion, requesting others to do something; clarifying**

**Situation: in the classroom; within the host community**

**ENGLISH EXAMPLES:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| I don't understand. Please repeat. Again please. Please speak slowly/louder. I don't speak (target language).. | Simple present tense: negative. Imperatives | Americans expect you to ask for clarification if you don't understand. A few basic phrases will get a statement repeated with a different speed & volume. |
| A: Would you like to go to the movies on Monday at 7:30.?<br>B: What time?<br>Where?<br>To the what?<br>At 7:30?<br>Monday or Tuesday? | WH questions<br><br><br>Question intonation<br>Or questions | There are a number of ways to ask for clarification in English. One way is to isolate the part of the sentence that you don't understand. |
| | | |
| | | |

**TARGET LANGUAGE:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| | | |
| | | |
| | | |

**TOPIC 2: CLASSROOM ORIENTATION**

**Competency: 2.5: Find out target language for unknowns**

**Functions: Asking for information; identifying**

**Situation: in the classroom; in the host community**

**ENGLISH EXAMPLES:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| What's this/that/these /those? | Demonstrative pronouns; WH questions | Americans expect a person to ask for information if he does not know something. |
| What's this called in (language)? | Simple Present Tense: Verb To Be | |
| What does (word) mean? | Auxiliary Do | |
| This/that/these/ those is/are (name). | | |

**TARGET LANGUAGE:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**TOPIC 2: CLASSROOM ORIENTATION**

**Competency: 2.6 : Tell time**

**Functions: requesting time; giving time**

**Situation: in the classroom; in the host community**

**ENGLISH EXAMPLES:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| What time is it? | WH questions | Time is very important to Americans. Students are expected to be on time for class. |
| It's (time). | Indefinite 'it' | |
| What time is class? | WH questions | |
| From (8:00 to 12:00). | Prepositions of time | |

**TARGET LANGUAGE:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| | | |

**TOPIC 2: CLASSROOM ORIENTATION**

**Competency 2.7: Tell date**

**Functions: requesting date; giving date**

**Situation: in the classroom**

**ENGLISH EXAMPLES:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| What day is today?<br>It's (Monday).<br>Today is Monday.<br>Yesterday was Sunday.<br>Tomorrow is Tuesday. | WH questions<br>Indefinite "it."<br>Simple present: To Be<br>Simple past: To Be<br>Time words. | In the U.S., the date is often written on memos, forms, letters and people often ask each other these questions. |
| What's the date?<br>August 5, 1990<br>What was the date yesterday?<br>What's the date tomorrow? | WH questions<br>Ordinal vs. cardinal nos.<br>Questions: Simple present tense: To Be;<br>Simple past tense: To Be<br>Time words. | The date is given month first, then day (using ordinal numbers) then the year. It is written 8/15/90 with the month first, then the day, then the year. The day is read using ordinal numbers. The year is read in blocks: for example, nineteen ninety. |
| When do we have class?<br>Monday to Friday. | WH questions; Simple present tense | The school week is usually Monday to Friday. The weekend is Saturday and Sunday. |
| | | |

**TARGET LANGUAGE:**

| LANGUAGE | GRAMMAR | CULTURE |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

-*Memory Tray:* (see General Activities) When you return to the classroom, put objects you encountered on your trip (or pictures of the objects) on a tray. Have students look at these objects for 30 seconds. Cover the tray. Have students as a large group try to remember the names of all the objects on the tray. When students have finished remembering, remove the cover and have students ask "What's this?" for any objects they didn't remember.

-*Literacy: Signs We See:* (see General Activities): Have students walk around town and copy signs that they see. They then bring back these words to the classroom and ask the teacher for clarification: "What does this mean?"

-*Wall Chart:* (see General Activities): Write the questions for asking the meaning of words (What's this? What's this called in TL? What does _____ mean? ) on a large paper and post it on the wall. When students forget the question or when they seem confused about the meaning of a word, point to the wall chart to cue the question.

-*Wrapped Objects*: Collect a number of objects that the students have learned the names for and wrap them in paper. Call several students in front of the class and ask them to put their hands behind their backs. Put one object in each of their hands. Members of the class ask the students, "What is it?" Each student tries to guess saying "It's a _____."

**Practice/Use:**

-*Treasure Hunt*: Give students a picture list of items to find. Before they go to look for the item, they must ask the teacher or a classmate the name of the object in the target language. Divide students into teams. Have the teams go into the community to find the objects. If they forget the name in the TL, they must ask a native speaker "What's this called in (language)?

**Use:**

-*Cultural Exploration:* Choose objects that are representative of the culture. (in the U.S., you might choose a baseball, a package from fast food hamburgers, a frisbee, bubble gum etc.). Divide students into small groups and give each group 2-3 items. The groups of students go into the host community and ask native speakers, "What's this?" They can also ask for more information such as "How do I use this?" "Who uses this?" "When do they use it?" They then come back to class; tell the name in the target language and then report (in English) about whatever they were able to understand about its use. The teacher can then confirm or deny the information they brought back to the classroom and add vocabulary in the target language.

**Competency 2.6: Tell time**

**Situation:** in the classroom; in the community

| | |
|---|---|
| **-requesting the time**<br>**-giving the time** | -What time is it?<br>-It's _____. |

**ACTIVITIES:**

**Presentation:**
*-Numbers*: Holding up number cards, review the numbers from 1-12 (already studied in Topic 1 - passport number) using drills. (see General Activities.) Call out a number, have individual students take the card with that number on it. Additional numbers 1-60 can be added as students seem ready; however, do not try to teach all these numbers at the same time.

*-What Time Is It?:* Review the numbers from 1-12 as you move the hour hand of a large cardboard clock. As students say the numbers, add the appropriate time-telling language (It's ____ o'clock). Ask individual students to come to the front of the room and set the clock to the time you say. Then have student volunteers call out times to a classmate who then sets the clock. Once students master the hours, add half hours, quarter hours and finally minutes. However, make sure students know the numbers before expecting students to tell time with minutes 1-60.

*-What time Is Class? :* Move the hands on the clock face from the time that class begins until it ends. Point to the classroom and say, "Class is from (8:00 to 12:00)."

**Practice:**
*-Cardboard Clocks:* Give cardboard clocks with moveable hands to students and say a time (for example: 10:00). Students move the hands to make the correct time. Students can also work in pairs. They take turns with one student giving a time and the other moving the clock hands.

*-Dictation:* (see Listening Activities) Give each pair of students a cardboard clock. Write a time on the board and have them move the hand of the clock to that time. Vary this by saying a time and having the students write it on paper or on the board.

*-Multiple Choice* (See Listening Activities): Give students a worksheet with blank clock faces. Say a time and have students draw the hands on the clock. To practice the phrase "from (time) to (time)" give students two clock faces connected by a dotted line and dictate, for example: "from 5:00 to 9:00."